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ABSTRACT

A study was conducted to determine the effect of reimbursement of expenses on the recruitment, training, and holding of volunteer leaders in the youth phase of the Expanded Food and Nutrition Program in Kansas City. The experiment was conducted at six program sites during the summer and spring program operations, which consisted of showing eight short films on nutrition on the educational television channel. Volunteer leaders were recruited and trained to organize viewing groups of children and conduct followup activities such as demonstrations, games, and field trips. Volunteers at three of the sites were reimbursed during the summer and at the other three sites during the spring. Volunteers and dropout volunteers were interviewed after the first phase concerning their attitudes, background, and reading and television viewing habits. Training for the second phase was improved, after which more interviews were conducted. Among the findings were the following: (1) Volunteers do not like to be pressured into volunteering and do like adequate training; (2) reimbursement reduced the dropouts of volunteers and encouraged them to involve more children in viewing; and (3) the organization which most in low-income areas participate is in the church, which could effectively be used in implementing programs for low-income people. An appendix contains announcements and folders used in promotion, a handbook for volunteers, and nutrition games and activities. (KM)

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THE EFFECT OF REIMBURSEMENT OF OUT-OF-POCKET EXPENSES OF LOW INCOME VOLUNTEER LEADERSHIP PARTICIPATION

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THE EFFECT OF REIMBURSEMENT OF OUT-OF-POCKET EXPENSES ON LOW INCOME VOLUNTEER LEADERSHIP PARTICIPATION

The training and utilization of volunteer leaders is a crucial task for all professional extension workers. The traditional volunteer leader gave of his time and resources freely. Today, as we move into low income areas with extension programs, the indigenous volunteer is often long on time but short on financial resources. The question, then, is: "If someone who gets reimbursed for the cash out-of-pocket expenses such as transportation, meals, or other directly related expenses still to be considered a volunteer?" The answer should be yes, because this person is volunteering his time.

The problem of cost has emerged along with the increasing emphasis on food and nutrition in low income areas. It is a critical one if extension is to establish sound leadership to carry out the present programs and to provide leadership for future programs with these people.

In the urban setting, to attend an average leader training meeting would require from 80¢ to $1.50 for transportation, $1.25 to $2.00 for lunch, and often it is necessary to pay someone to look after non-school age children. This average cost of $3.00 to $4.00 may deter many potential leaders who would otherwise volunteer. They may give reasons other than money for not doing so, and also they may give various reasons for not being able to continue in a leadership role. Besides these costs, there is often cost for additional material needed to do an effective job in teaching others.

OBJECTIVES

The objective of this program was to determine the effect that the restoration of expenses will have on the recruitment, training, and holding of volunteer leaders in the youth phase of the Expanded Food and Nutrition Program.

PLAN OF STUDY

The Kansas City unit of the Expanded Food and Nutrition Program in Missouri was selected as the site for this study. It was felt that an urban metropolitan unit such as this would be the most desirable place in which to test the effect of reimbursement of out-of-pocket expenses for low income volunteers. A plan of action was developed with representatives from the Extension Service in Washington, Columbia Campus, and the staff of the Kansas City Metropolitan Program Planning Area.

This plan of action consisted of a program of showing films on nutrition on the educational television channel. Volunteer leaders would be recruited and trained to organize viewing groups of children. After viewing the film on television, then the volunteer leader would conduct follow-up activities such as demonstrations, games, perhaps a field trip, and have maybe some refreshments for the group. It was felt that in this urban situation, and with the facilities of an educational television channel available, that a greater number of children could be reached more effectively through this than any other method. Also, it was felt that the necessary leadership skills could be taught easily to this kind of a clientele group.

The series of film on nutrition featuring Rip Rocket were chosen for this project. This series consists of eight short film featuring

different qualities of food and shopping, such as calcium, iron, protein, vitamin B, vitamin C, vitamin A, Be A Good Shopper, and Your Money's Worth. Plans were made to show the films in two series, one in the summer immediately after school was out, and to repeat the series again in the fall. The films take approximately eight minutes of viewing time. Plans were made to show two films a week, one on Tuesday and one on Thursday, in the afternoon. Consequently, the series of eight films could be completed in a four-week period.

The training to be given to the volunteer leaders included an orientation to the program to acquaint them with the project and the goals to be strived for in working with the youth. In addition to this orientation training, specific training was given each week for the topics to be shown that week. For example, a specific training was planned on Monday for the subjects of the films to be shown on Tuesday and Thursday. At these training sessions, instructions were given as to appropriate demonstrations, games, refreshments, field trips, and so forth, that would compliment the subject matter shown on the televised film. Thus, each volunteer would have one orientation training meeting and four specific training meetings to attend during this phase of the project. At the conclusion of this phase, a banquet was planned to recognize all leaders that participated in the program.

In Kansas City, the Human Resources Corporation (H.R.C.) operates its program in nine centers. The H.R.C. staff had agreed to help with the recruitment of volunteers for this project. They also had offered their centers to be used as training sites. Six of their centers were chosen as training sites. These six centers were located in the target

areas of the program. An experimental design was set up so that the main effect of reimbursement could be studied. (See Table I.) The volunteers from H.R.C. areas 1, 2, and 6 would be reimbursed in the summer replication of the study, and the volunteers from H.R.C. areas 3, 4, and 5 would not be reimbursed. When the program was repeated again in the fall, then the volunteers from areas 3, 5, and 6 would be reimbursed and the volunteers from areas 1, 2, and 4 would not be reimbursed. Then comparisons could be made to determine the effect of reimbursements. At the outset, it was felt that approximately fifteen volunteer leaders would be recruited per area for the program.

TABLE I

H.R.C. AREAS DESIGNATED FOR REIMBURSEMENT

Human Resources Council Areas	(1)	(2)	(3)	(4)	(5)	(6)
Summer	R	R	N	N	N	R
Fall	N	N	R	N	R	R

R = Reimbursed for out-of-pocket expense

N = Nonreimbursed

It was also decided that a cash payment for reimbursement would be the best way of handling the reimbursement. Reimbursement for lunch was set at $1.65, and transportation an average of $1.10. The dates for the summer replication were as follows: Orientation meeting on May 24, training meetings for subjects on May 28, June 7, June 14, and June 21.

On the day set for the orientation training, only a small number attended. Therefore, the program assistants in the Expanded Food and Nutrition Program were asked to make a special effort to recruit volunteers

for the first training session for the films to be shown on television. The program assistants worked hard, and the results of the training meetings are shown in Table II.

TABLE II

VOLUNTEER PARTICIPATION IN RIP ROCKET PROGRAM

	TOTAL	NON-REIMBURSED AREAS	REIMBURSED AREAS
Number of Volunteers	29	13	16
Number of Children	89	28	61
Attendance of Volunteers:			
One Meeting	18	8	10
Two Meetings	6	3	3
Three or More Meetings	5	2	3

Attendance at training meetings was low. It appeared that there was not a great deal of difference between attendance from the reimbursed and the non-reimbursed areas as reflected by this one criterion. However, there was a considerable difference in the number of children worked with between the two areas. Over twice as many children were involved in viewing groups in the areas where the leaders were reimbursed as in the non-reimbursed areas. Apparently these leaders who had been reimbursed felt the obligation to follow through and hold meetings for the youth.

Several reasons were given by the volunteers who dropped out of the training program. These were: 1) They were overwhelmed with the numbers of youth that came; they were more than they could handle. 2) Bad reception on Channel 19. 3) One day the film was not shown. 4) They

didn't particularly like their role of assembling the children and organizing activities for them by themselves. Many of the volunteers were recruited on a "crash" basis by nutrition program assistants. They did not have enough information about the program and its goals. Consequently, they attended only one session or two and dropped out.

INTERVIEW OF THE VOLUNTEERS

At the conclusion of this first phase of the program, the volunteers were interviewed by interviewers from the field research unit of the rural sociology department. The volunteers who had helped with the program were interviewed and it was decided also to interview some who had volunteered but who did not participate in the program in hopes that some useful insights into working with this clientele group could be discovered. A total of 43 interviews were completed. Of this number, 26 did not work in the program at all. Most of the volunteers were female; two were male. Ten of the volunteers were teen leaders. When asked, "Where did you first hear about this Expanded Food and Nutrition Program for youth?", most of the individuals mentioned the name of the person who contacted them. Many of these, in fact most of them, were Expanded Food and Nutrition Program assistants. There were only two who mentioned an H.R.C. worker as the person who had first told them about the program, and this was from an area that had been reimbursed. When asked, "What did you like about this Rip Rocket program?", most responses were that it helped the children learn about food; it taught them about food and food preparation; it was easy for the children to understand; and the children enjoyed the program. These kinds of comments were about evenly distributed among these who were non-reimbursed as well as those from the

reimbursed areas, as well as from those who did not participate in the program. An interesting thing--several of the non-participants in the program mentioned the preparation of french-fried liver strips, which was one of the things that was taught through the Rip Rocket program and not through other methods. Apparently, information had reached them about this technique even though they did not attend the training meeting or participate in the program. Again we asked them what changes should be made to improve the program. Non-reimbursed areas said, "Involve more people; expand the program." Those from the areas that were reimbursed reported, "Have a better way of showing it." "Furnish food for the meetings." "More field trips; make it fun." And of course the non-participants had no comment at all. We asked the question, "Do you know anyone else who is working with the Expanded Food and Nutrition Program?" The results are shown in Table III.

TABLE III

DO YOU KNOW ANYONE ELSE WHO IS WORKING WITH EFN PROGRAMS?

	TOTAL	NON-REIMBURSED AREAS	REIMBURSED AREAS	NON-PARTICIPANTS
Yes	12	4	2	6
No	31	8	11	12

From the data in the table, 31 of the 43 people did not know anyone else who worked or is working with the Expanded Food and Nutrition Program. This would indicate that perhaps we were reaching a new group of people and expanding the outreach of the Expanded Food and Nutrition Program through this approach with youth. It was interesting to note that a

higher proportion of respondents in the areas that were reimbursed did not know anyone else in the program, so it was apparent from this that we were involving new people in this kind of a program.

We were interested in knowing how much volunteer work these people had done, if any, with youngsters and adults. Results are shown in Tables IV and V.

TABLE IV

HAVE YOU DONE ANY VOLUNTEER WORK WITH YOUNGSTERS?

	TOTAL	NON-REIMBURSED AREAS	REIMBURSED AREAS	NON-PARTICIPANTS
Yes	14	4	5	5
No	29	8	8	13

From the data in Table IV, we can see that a high proportion, over two-thirds, of the people interviewed, had not done any volunteer work with youngsters. This was their first opportunity to do this. When asked about what kind of work had been done by those who reported that they had done volunteer work, most of this was found to be in a helping role such as teaching a Sunday School class, or helping at school, or helping as a room mother with PTA, and working as teacher's aide or as a helper in Head Start. Consequently, much of this kind of volunteer work was in a helper role rather than as a leadership role, and this is one of the points that might have been overlooked in organizing the training of our volunteers. We also asked, "Have you done any volunteer work with adults?", and here we find more striking results. They are shown in Table V.

TABLE V

HAVE YOU DONE ANY VOLUNTEER WORK WITH ADULTS?

	TOTAL	NON-REIMBURSED AREAS	REIMBURSED AREAS	NON-PARTICIPANTS
Yes	2	0	1	1
No	41	12	12	17

Almost none of the leaders interviewed had done any volunteer work with adults. There were only 2 out of the 43. One of these had served as a PTA mental health chairman and the other had served as a church and urban renewal helper. Considering Tables IV and V together, we can see that there was very little experience in doing volunteer work and what little experience they had was in a helper role rather than one that requires initiative on the part of the worker.

We asked if they preferred to work with youngsters or adults, and 33 out of the 43 preferred to work with youngsters. Only eight indicated that they would prefer to work with adults. This was common in all areas; non-reimbursed were stronger in their preference to work with youngsters, whereas a few more in the reimbursed area indicated they would prefer to work with adults. These results are shown in Table VI.

TABLE VI

DO YOU PREFER TO WORK WITH YOUNGSTERS OR ADULTS?

	TOTAL	NON-REIMBURSED AREAS	REIMBURSED AREAS	NON-PARTICIPANTS
Youngsters	33	11	8	14
Adults	8	1	4	3
Both	2	0	1	1

It was felt that if we had more information about the characteristics of those who had volunteered for the program, it would be helpful in approaching the training and involvement of leaders from this clientele group in the future. So the next few tables will relate to some of the characteristics of the volunteers for this program. And again, much of the data is from those who were reimbursed, non-reimbursed, as well as those who had volunteered but did not participate in the program.

When asked, "Do you own or rent your house?", we found that a majority of the interviewees owned their homes. The results of this are shown in Table VII.

TABLE VII

DO YOU OWN OR RENT YOUR HOME?

	TOTAL	NON-REIMBURSED AREAS	REIMBURSED AREAS	NON-PARTICIPANTS
Owned	27	7	7	13
Rent	16	5	6	5

We also asked, "How long have you lived at this address?", and we found that of the interviewees, most of them had lived at this address an average of five years or more. The non-reimbursed areas had an average of 3½ years, reimbursed areas 8.6, and those who were non-participants 5½ years. When asked why they had moved here, the most common responses were that it was convenient, they liked the neighborhood, or they needed a larger house. When asked, "How long have your neighbors lived here?", we find that 25 out of the 43 reported that they did not know how long their neighbors had lived at that address. When we asked, "Do you know where they lived before they lived here?", only two out of 43 reported they knew where the neighbor on the right side lived and three out of

the 43 that knew where the neighbor on the left side had lived before they moved here. This would indicate that perhaps there is a minimum of interaction between these interviewees and the neighbors who live at the right and left side of them in their communities. There is apparently a lack of feeling of helpfulness of neighbors in the low income urban areas. This feeling is different from that found in the rural communities where Cooperative Extension earned its reputation.

We asked, "What newspapers do you take?". We find that about half of the interviewees reported taking the Kansas City Star, and that the only other paper mentioned was the Kansas City Call. Half reported taking no newspapers at all. We also asked, "What magazines do you subscribe to?", and 25 out of the 43 did not subscribe to any magazine at all. Magazines most often subscribed are Life, Time, Look, McCalls, Good Housekeeping, TV Guide, and magazines such as this.

We asked also, "What's the average hours per day that you watch TV?". We find that the non-reimbursed average 2½ hours watching TV; those in the reimbursed area 3¼, the non-participants in our program averaged 3½ hours of television viewing per day. These figures would indicate that the volunteers do spend considerable time watching television. When asked their favorite programs for viewing, many of them reported various soap-opera programs such as AS THE WORLD TURNS, LOVE OF LIFE, etc. We also asked, "Does Channel 19 (the educational television channel) come in well?" Table VIII gives the results of this.

TABLE VIII

DOES CHANNEL 19, THE EDUCATIONAL TELEVISION CHANNEL, COME IN WELL?

	TOTAL	NON-REIMBURSED AREAS	REIMBURSED AREAS	NON-PARTICIPANTS
Yes	29	11	7	11
No	12	1	6	5
No Answer	2	0	0	2

A significant number, almost a third, reports that Channel 19, the channel that we used in our Rip Rocket program, does not come in well. Channel 19 is a low power station, designed only to cover the Kansas City school district, and in some areas the reception was not too good.

The next question we asked was, "How many radios do you have in working order?" We found that every family interviewed had at least one radio in working order. There was an average of two working radios per family for all families interviewed. When asked, "What stations do you listen to most?", the stations KWKI and KPRS were mentioned more frequently than any others. This will give us clues as to stations on which announcements of events, programs, and so forth, could be placed in order to reach this target audience. We asked, "What organizations do persons in your household belong to?" We found that the only organization significant numbers reported belonging to was the church. Results are shown in Table IX.

TABLE IX

WHAT ORGANIZATIONS DO PERSONS IN YOUR HOUSEHOLD BELONG TO?

	NON-REIMBURSED AREAS	REIMBURSED AREAS	NON-PARTICIPANTS
Church	12	12	14
Women's Clubs	0	1	1
Lodge	0	1	0
Recreation Group	1	0	1
Head Start	0	0	1

This might indicate that if we were working with this sort of a low income clientele group through cooperating organizations, the church would be the most effective way of reaching them.

In order to get some idea of the volunteers' feelings about education, we asked them this question, "How do you feel about education: Is it absolutely essential, very important, important, or doesn't make much difference?" The results are shown in Table X.

TABLE X

HOW DO YOU FEEL ABOUT EDUCATION:
IS IT ABSOLUTELY ESSENTIAL, VERY IMPORTANT,
IMPORTANT, OR DOESN"T MAKE MUCH DIFFERENCE?

	TOTAL	NON-REIMBURSED AREAS	REIMBURSED AREAS	NON-PARTICIPANTS
Absolutely Essential	12	5	2	5
Very Important	25	6	8	11
Important	4	1	2	1
Doesn't Make Much Difference	1	0	1	1
No Answer	1	0	0	1

From this table we can see that these interviewees rated education as essential and very important. We do find that there was a tendency for those in the non-reimbursed areas to rate education higher than the areas of the non-participants with those interviewees from the reimbursed areas rating education the lowest. By giving a score of 4 to those rating education as absolutely essential, 3 Very Important, 2 Important, and 1 doesn't make much difference, we could arrive at value of education scores for the various groups. By dividing by the number of respondents for each group, we would arrive at an average "value of education" score. Such a score for non-reimbursed area was 3.33; for reimbursed area--2.84; and for the non-participants--2.95. This shows that the non-reimbursed volunteers rated education slightly higher than the other two groups.

We also asked, "Do you expect your children to finish high school, obtain vocational training, or attend college?" For those who did, results are given in Table XI.

TABLE XI

DO YOU EXPECT YOUR CHILDREN TO FINISH HIGH SCHOOL, OBTAIN VOCATIONAL TRAINING, OR ATTEND COLLEGE?

	TOTAL	NON-REIMBURSED AREAS	REIMBURSED AREAS	NON-PARTICIPANTS
High School	12	2	3	7
Vocational Training	5	3	2	0
College	11	4	4	3
Does Not Apply (No Children)	15	3	4	8

A majority of those interviewed expect their children to complete high school or college. A considerable number do not have children or children are away from home.

The next question was, "How much are your total weekly expenses?" This is shown in Table XII.

TABLE XII

HOW MUCH ARE YOUR TOTAL WEEKLY EXPENSES?

	TOTAL	NON-REIMBURSED AREAS	REIMBURSED AREAS	NON-PARTICIPANTS
Less than $20	0	0	0	0
$20 to $39	3	0	2	1
$40 to $59	16	4	6	6
$60 to $99	13	3	1	9
$100 to $149	5	3	1	1
$150 to $199	5	2	3	0
$200 & Over	0	0	0	0
No Answer	1	0	0	1

The median weekly expenses for non-reimbursed was $87; reimbursed area--$55; and non-participants $85. Those who were reimbursed had considerably lower weekly expenses of living.

When asked, "What is the total income from all sources for all persons in your household?", the following results shown in Table XIII were given.

TABLE XIII

WHAT IS THE TOTAL INCOME FROM ALL SOURCES FOR ALL PERSONS IN YOUR HOUSEHOLD?

	TOTAL	NON-REIMBURSED AREAS	REIMBURSED AREAS	NON-PARTICIPANTS
Less than $1,000	0	0	0	0
$1,000 to $1,999	2	0	1	1
$2,000 to $2,999	9	1	3	5
$3,000 to $4,999	12	2	6	4
$5,000 to $7,499	11	6	0	5
$7,500 to $9,999	5	2	1	2
$10,000 & Over	3	1	2	0
No Answer	1	0	0	1

Median income from all sources for the group was as follows: Non-reimbursed--$6,250; Reimbursed--$3,833; and Non-participants--$4,250. The non-reimbursed had higher median incomes than the reimbursed or non-participants.

IMPLICATIONS OF PHASE I OF THE STUDY

It is true that the numbers of people involved in the program are not as large as we might have liked, but we felt that we had learned something from those who had participated, found some significant things about them that would help in the organization and implementation of future programs with this audience group.

1. The church was the organization that these volunteers participated in. Only one or two other organizations were mentioned at all. And this implication is that in reaching low income people, cooperation

with the churches in sponsoring the program is more likely to benefit rather than an organization such as H.R.C., which is rather new and not well established in the community.

2. Only a third or fewer had any experience of any volunteer work at all, and most of this experience was in a helper role. The implication here is that we need to give the volunteers more help in what their contribution should be. Let them know what is expected of them and what they should do and how they can deal with problems as they come up. In other words, we need to give more training to our volunteers in the fundamentals of working with people.

3. The volunteers expressed a preference of working with children rather than with adults.

4. The volunteers appeared to be not well acquainted with their neighbors. While the average of them had lived in their present home between five to six years, yet over half of them did not know how long their neighbors on either the right or the left side had lived there, and almost none of them knew where they had lived before. This means that there are some patterns of life in the urban areas which we need to be aware of. The feeling of neighborliness is less likely to exist. Apparently people in urban areas are more socially isolated than we had thought. We need to take this into consideration as we design programming patterns for the urban community. We also found that volunteers who had followed through and organized viewing groups of children were more likely to take a newspaper or subscribe to magazines. They also had higher aspirations for the education of their children, and by placing a score value on the importance of education we found they also

had a higher score. Another implication is that these low income families all reported radios in working order. The stations they most often listened to in Kansas City were KPRS and KWKI. This will give us a clue as a way to get messages to these people. The study has one more phase to go, and some of these suggestions were taken into consideration in organizing Phase Two for the implementation of the program.

PHASE TWO--RIP ROCKET PROGRAM FOR THE REIMBURSEMENT OF VOLUNTEERS FOR OUT-OF-POCKET EXPENSES

Since the organization and operation of Phase One was not as successful as had been hoped or expected, numerous changes were implemented in Phase Two replication of the study. This caused a delay of this phase of the program from the fall of 1971 to the spring of 1972. However, there were some changes made that improved the implementation and operation of the program. Changes were made as follows:

1. The training of leaders was done in two areas instead of in each of the six H.R.C. areas. The Swope Parkway Center was used for training those who were reimbursed, and the First Christian Church at Tenth and Forest was used as the training site for those non-reimbursed.

2. Training was scheduled for Mondays, and was held on Mondays March 13, 20, 27, and April 3. The viewing, on Channel 19, was scheduled for Tuesdays and Fridays, March 14, 17, 21, 24, 28, and April 4, 7, and 11 at 3:50 p.m. each day.

3. A short introduction was prepared leading into the Rip Rocket film. This allowed some time for the leaders to get their television sets adjusted and the children settled down before the subject matter of the film began.

4. Teen leaders were used to a greater extent this time. The teen leaders were willing to work with the program. The special training time was set for teens because the program assistants felt that they had teens who would help.

5. The program assistants worked in closer cooperation with the volunteers they recruited than previously. Program assistants were also encouraged to have viewing groups of children on their own, not as a part of this test program.

6. Teaching materials (food) was provided for volunteers in the reimbursed and non-reimbursed areas.

In most cases, program assistants recruited different leaders than before. Only four leaders had been in the previous program replication. Table XIV gives the attendance at training meetings for the spring replication of the program.

TABLE XIV

ATTENDANCE AT TRAINING MEETING--SPRING

	TOTAL	REIMBURSED	NON-REIMBURSED
1st Meeting	18	13	5
2nd Meeting	38	36	2
3rd Meeting	35	34	1
4th Meeting	31	29	2
Number of Children	450	415	35

The attendance at the training session in the areas where they were reimbursed held up consistently to a greater extent than in the non-reimbursed areas. There was a falling off and almost dwindling out of at-

tendance in the area that was not reimbursed. This time there were 450 children involved in the Rip Rocket program. Of these, 415 youngsters were in groups where the leaders were reimbursed for expenses and 35 were involved in areas where the leaders were not reimbursed.

Reports from all of the groups have been good. Visits by professional Extension staff of the Kansas City Program Planning Unit to the teen-led groups have brought back very encouraging reports. The staff members were very much impressed with the subject matter, knowledge, leadership, and the rapport within the group where the teen leaders were working. Rip Rocket is a better thought of character after this experience than he was after the previous exposure in the Kansas City area. Many pleasurable experiences have been reported to the staff by volunteers who worked in the program. We could say that this program was much more enjoyable and successful as far as the participants were concerned than was the previous replication.

The volunteers working in the program were interviewed at the completion of the series. This time there were 10 adult leaders and 34 teen leaders. In the non-reimbursed area, there were 5 teen leaders; 2 adult leaders. In the reimbursed area, there were 29 teen leaders and 8 adult leaders. The average age of all leaders was 20 years. The average age of the adult leaders in the non-reimbursed area was 35; average age of the 5 teen leaders was 15.6 years. In the reimbursed area, the average age of the adult leaders was 34 years; the average age of the 29 teen leaders was 15.8 years. Average years of schooling completed by all of the leaders was slightly better than 10 years. The highest was 13 years with one leader and the lowest was 8 years of education. There

were 13 had completed 12 years of education who were serving as leaders in the Rip Rocket program. This time we also asked, "Where did you first hear about the Rip Rocket program for youngsters?" The greatest single source mentioned was Expanded Food and Nutrition Program assistants. Over half of the 44 interviewed reported program assistants had been the first person to tell them about this program. Apparently brochures, radio and TV had not been effective. Friends and other sources were the ones who had spread the word about the program.

When asked what they liked most about the Rip Rocket nutrition program, over half made statements that related to the program and the way it was organized, cartoons that explained about nutrition and vitamins, and that they enjoyed working with children and helping them. A sizeable number, a little greater than 25%, referred to learning about foods and vitamins and how to cook and prepare foods. About 10% gave statements relating to certain specific foods such as the way to prepare liver, and the like. When asked, "What do you think the program did for the youngsters?", 29 of the 44 interviewed said they learned about food, vitamins and minerals, and what it does for the body. Seven reported that it helped the youth develop better eating habits. There were two who reported that entertainment was one of the things it did for the youngsters. We thought it might be helpful to ask what they disliked about the Rip Rocket approach to nutrition. Only six people had a response to this question. Two of them thought the films were too short; one thought the cartoons were too youthful; one mentioned there were too many people at the meetings--too crowded; one person said it doesn't work to teach kids out of school--they don't have to learn it; they just

come to see the cartoons and eat; and one said they were too rushed for time, in that the program came on too soon after they got home from school.

We also asked, "How could you teach youngsters nutrition information more effectively?" The greatest number of responses to this was, "Talk more about foods and the nutrients they contain." There were five who mentioned this as a way we could reach youngsters more effectively. Three said use games and pictures. Again, three said to explain it on the level of children so that they could understand. There were two responses that said to get parents involved in the program at home. One said, have the children help prepare the food--involve them in it rather than just show them. And another response was, "Fix the food in different ways, not the same way all the time."

When asked, "Do you know anyone else who is working with nutrition for youth?", we came up with the following response. There were 35 people respondents who named other people connected who were working with nutrition for youth. Nine reported they did not know anyone else. Of those 35 who reported knowing someone working with nutrition for youth, 32 of them named people connected with the Expanded Food and Nutrition Program, the Rip Rocket Program, or an extension activity. Three of them mentioned the teen age parents center, which was the only program mentioned that was not an extension program.

When asked, "Have you ever done volunteer work with youngsters?", we obtained the following responses shown in Table XV.

TABLE XV

HAVE YOU EVER DONE VOLUNTEER WORK WITH YOUNGSTERS?

	TOTAL	NON-REIMBURSED	REIMBURSED
Yes	8	0	8
No	36	7	29

Again, as in the previous replication, a high percentage of these volunteers had not done any volunteer work with youngsters. Of those eight who had, two had done work with the school, two with the church, one in model cities, one in 4-H, one in day care center, and one in the neighborhood youth center. As in the previous replication, most of this volunteer work was in a helping sort of role rather than in a leadership role.

When asked, "Have you done any volunteer work with adults?", we find the following results as shown in Table XVI.

TABLE XVI

VOLUNTEER WORK WITH ADULTS

	TOTAL	NON-REIMBURSED	REIMBURSED
Yes	4	1	3
No	40	6	34

A much higher percentage of the volunteers have not done work with adults. Of those who had experience, one had collected for the March of Dimes, one had coached a basketball team, and two were in helper roles in connection with school, such as PTA and the like. So we find that among the low income urban clientele that we are serving, very few of them have had experiences in volunteer work either with children or adults.

This is an important point to take into consideration in training them for leadership roles in an educational program.

Our Rip Rocket program was organized around viewing groups of films that were broadcast on the educational television channel, 19. So we asked, "Do you ever watch Channel 19?", and the following, Table XVII, gives our results.

TABLE XVII

DO YOU EVER WATCH CHANNEL 19?

	TOTAL	NON-REIMBURSED	REIMBURSED
Yes	34	7	27
No	10	0	10

A considerable portion, almost one fourth, of the reimbursed volunteers reported that they did not watch Channel 19. Again, this is the television channel by the Kansas City School Board operated by the Kansas City School District, and was made available at low cost for us to carry on this program. Apparently this channel is not viewed as regularly as some of the commercial television channels in the city. We also asked, "How is the reception for this channel?" The following results are given in Table XVIII.

TABLE XVIII

RECEPTION OF CHANNEL 19

	TOTAL	NON-REIMBURSED	REIMBURSED
Excellent	5	1	4
Good	21	5	16
Fair	8	0	8
Poor	1	0	1

TABLE XVIII (cont'd.)

	TOTAL	NON-REIMBURSED	REIMBURSED
Variable	4	0	4
No Answer	5	1	4

Almost half of the interviewees in the areas that were reimbursed reported that Channel 19 reception was less than good. No doubt this may have been a factor in their organization of viewing groups. While this group organized viewing groups for 415 children, perhaps they would have reached even more if television reception in their area was better. The Kansas City School District has acquired some equipment and facilities from a television station that has gone off the air. Hopefully, in the future stronger signals will be available over the city for a future replication of this program or similar programs.

We asked the volunteers this question, "Which Rip Rocket film did you like best?", with the following responses in Table XIX.

TABLE XIX

WHICH RIP ROCKET FILM DID YOU LIKE BEST?

	TOTAL	NON-REIMBURSED	REIMBURSED
Calcium	11	5	6
Iron	3	0	3
Protein	4	0	4
Vitamin B	2	0	2
Vitamin C	1	0	1
Vitamin A	5	0	5
Be A Good Shopper	17	2	15
Your Money's Worth	9	0	9

Each film was mentioned at least once as the one they liked best. Calcium had more people choosing it as the best than any of the others.

Then we asked, "Which Rip Rocket film did you like least?", and the results are shown in Table XX.

TABLE XX

WHICH RIP ROCKET FILM DID YOU LIKE LEAST?

	TOTAL	NON-REIMBURSED	REIMBURSED
Calcium	4	1	3
Iron	2	0	2
Protein	1	0	1
Vitamin B	2	1	1
Vitamin C	1	0	1
Vitamin A	3	0	3
Be A Good Shopper	4	1	3
Your Money's Worth	2	0	2
No Answer	26	4	22

There was only a scattering of opinion of the films that they liked least. Most of them did not report a film that they liked least, but merely did not answer this response. Apparently then, all of the films were well accepted by the volunteers in the program.

We asked the volunteers, "Were you given adequate instructions for each lesson?" Results are in Table XXI.

TABLE XXI

WERE YOU GIVEN ADEQUATE INSTRUCTIONS FOR EACH LESSON?

	TOTAL	NON-REIMBURSED	REIMBURSED
Yes	42	7	35
No	2	0	2

According to their responses to this question, they were given adequate instructions. Since a number of these were teen leaders, it is possible that they were expected to answer in this manner and might not have been giving their true feelings. We also asked, "Did you know what to do with the youngsters after you saw the film?", and 43 out of the 44 said that they did. One interviewee did not answer this question. We also asked, "Did the children pay attention during the TV program?" The results are given in Table XXII.

TABLE XXII

DID THE CHILDREN PAY ATTENTION DURING THE TV PROGRAM?

	TOTAL	NON-REIMBURSED	REIMBURSED
Yes	41	7	34
No	1	0	1
Did not answer	2	0	2

One of the problems mentioned during the first replication of the study was that there were too many children and there was difficulty in getting them settled down to watch the film. This is the reason this question was included at this time, and we found only one person who said that they did not pay attention during the TV programs, and two who did not answer. So apparently the children were more attentive, or at least in

the minds of the volunteers when they were asked about it, during this replication of the program.

We also asked, "Were the games and suggested activities for each lesson adequate?" Following are the results of that question, in Table XXIII.

TABLE XXIII

WERE GAMES AND SUGGESTED ACTIVITIES ADEQUATE?

	TOTAL	NON-REIMBURSED	REIMBURSED
Yes	33	5	28
No	11	2	9

About one fourth of them thought that the games and suggested activities were not quite adequate. Of course, a high proportion said they were, but other comments indicate this is one area in which the program could be improved.

We asked the volunteers which lessons they thought were especially good. Results are given in Table XXIV.

TABLE XXIV

WHICH LESSONS WERE ESPECIALLY GOOD?

	TOTAL	NON-REIMBURSED	REIMBURSED
Calcium	15	5	10
Iron	8	1	7
Protein	6	0	6
Vitamin B	5	0	5
Vitamin C	5	0	5
Vitamin A	3	0	3

TABLE XXIV (cont'd.)

	TOTAL	NON-REIMBURSED	REIMBURSED
Be A Good Shopper	8	1	7
Your Money's Worth	4	0	4

This indicates, as we look at it, that the first lesson, on calcium, was apparently thought to be the best, with the others still being rated considerably good. Be A Good Shopper and the lesson on iron also stand out above the remaining as being especially good.

We asked, "Which lesson could be improved?" Results are given in Table XXV.

TABLE XXV

WHICH LESSONS COULD BE IMPROVED?

	TOTAL	NON-REIMBURSED	REIMBURSED
Calcium	4	1	3
Iron	2	0	2
Protein	1	0	1
Vitamin B	3	0	3
Vitamin C	0	0	0
Vitamin A	2	0	2
Be A Good Shopper	6	1	5
Your Money's Worth	3	1	2

As concerns the ones that could be improved, the one, Be A Good Shopper, is one that had more expressing a desire for improvement. The others were just scattered results.

We asked, "Did you use any of the suggested games and activities?"

The results are given in Table XXVI.

TABLE XXVI

DID YOU USE ANY OF THE SUGGESTED GAMES AND ACTIVITIES?

	TOTAL	NON-REIMBURSED	REIMBURSED
Yes	35	3	32
No	9	4	5

Most of the volunteers used some of the suggested games and activities. Games that the volunteers reported were enjoyed most were the Orange Relay, Toss The Hat, and Fighting Rooster. None of the volunteers reported any particular dislike for the games that were suggested.

One of the ways in which the experiences could be made more meaningful was by taking a field trip--so we asked this question, "Did you take a field trip?" Results are given in Table XXVII.

TABLE XXVII

DID YOU TAKE A FIELD TRIP?

	TOTAL	NON-REIMBURSED	REIMBURSED
Yes	12	1	11
No	32	6	26

It is interesting to note that all twelve of the volunteers who took their children on field trips went to grocery stores. While only about one fourth of the volunteers did take a field trip, this is a meaningful sort of experience for the youngsters, and could perhaps be encouraged and improved in future replications of the program. Perhaps more suggestions should have been included regarding the organization of a

field trip to a grocery store.

We also asked, "In what way were members of the Extension staff helpful to you in the program?" The largest number of responses to this question were in the category of explaining the program and the films and in answering questions for us. There were 30 out of the 44 who had responses such as this. Six of the respondents said they were helpful by making suggestions on the handling of children. Two said, "In helping with transportation." There were also two who said the Extension staff could have helped more, in that they did not give enough details about what to do in the program.

We also asked, "In what way were the Expanded Food and Nutrition Program assistants helpful to you?" Fourteen responded by giving demonstrations of food. Another 14 responses said, "By explaining foods and how to prepare them." Five of them said they were helpful by telling them how to keep the children interested and helping with the games. One reported that they helped with transportation, and one helped with a field trip.

We asked the volunteers to respond to this question, "How could another food and nutrition program for youngsters be done better?" There were 13 responses, the largest number, who said "Like it was." There were 10 who said they didn't know how we could do it better. Other suggestions made by a few were as follows: "Meet in a church or community center where cooking facilities are available instead of in the home." There were 6 responses like this. Eight said, "Involve more people." One said, "Advertise more." One said, "Help the leaders more." One said, "Prepare more food at the meetings." And there was one respondent

who said it could be improved by meeting more often, such as three times a week.

We asked the volunteers in this spring replication of the Rip Rocket program if they had helped in the program before, and of this total, there were only four who had helped with Rip Rocket in the previous replication. Forty were new leaders, helping for the first time. We asked them, "Was this series better or worse than the previous one?", and all four responded that it was about the same, and that they had been leaders of groups in the previous trial. Of these four, one had been in the unreimbursed category and the other three were reimbursed for their out-of-pocket expenses.

We also asked if they had any other comments and suggestions that they would like to make about the program. There were 16 who said it was a good program and experience, and that they were pleased to be associated with it. Three reported that the films were too short and did not go into enough detail. One person made this comment, "Find out who is interested in the program and not in the pay.", which was rather interesting. Another suggestion, "Don't mix school districts in meetings. Children from different schools get to fighting one another and disrupt the meeting." And one other comment was that some of the leaders were too young, and they wanted to start trouble.

IMPLICATIONS OF THE SPRING REPLICATION OF THE RIP ROCKET PROGRAM

1. The training of leaders was better organized than in the previous replication. This showed up in the persistence of attendance, even though a few still thought that the training was rushed.

2. Reimbursement for expenses was apparently a factor in

attendance at training meetings and in getting the volunteers to organize viewing groups of children. Attendance where reimbursement was given held relatively constant, and these groups of people worked with considerable numbers of children. In the non-reimbursed area, the attendance dwindled and only a few children were reached with the program.

3. Volunteers generally had a favorable impression of the program. They appreciated what results were trying to be accomplished through this effort.

4. New leaders were recruited for this replication of the program. There was not enough information to base a decision on retention of leaders. We do not know if the leaders in Phase One of the program were asked to volunteer for this phase or not.

5. Rip Rocket has a much more favorable image among the youth in Kansas City after this replication of the program than after the first phase.

6. The volunteers appreciate the contributions made by the extension staff and the extension program assistants.

SUMMARY

In many ways, the program for reimbursement of volunteers for out-of-pocket expenses, or, as we more commonly call it, the Rip Rocket program, has been as much of a learning experience for the professional extension staff as it was for the youth involved in the program. Some of the well-known principles of training volunteer leaders were reemphasized and brought to the attention of the staff in the conduct of this program. Some of the points of interest are these:

1. Volunteers like to be given adequate training, not hurried

through a program so the staff can get somewhere else.

2. Leaders like to volunteer. They do not like to be pressured into volunteering, as was done in our first trial.

3. The reimbursement of out-of-pocket expenses has reduced the dropouts of volunteers from the program.

4. The reimbursement of volunteers has apparently encouraged those volunteers to organize viewing groups for more children, or in other words, it has been a motivating factor for them to continue to participate in the program rather than to drop out.

5. The organization which most people in the low income areas participate in is the church. It was the only organization or type of organization listed to any great extent. Therefore, when implementing programs for low income people on a cooperative basis, the church is the organization best equipped to cooperate with.

APPENDIX

A. Announcements of Rip Rocket Program Used In The Six H.R.C. areas.

B. Folder Used In Promoting "Rip Rocket Program".

C. Handbook For Volunteers In "Rip Rocket Program".

D. Nutrition Games And Activities.

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HUMAN RESOURCES CORPORATION

AREA I

RIP ROCKET ADULT LEADERS

NUTRITION T.V. SERIES

DATE: May 24, 1971

TIME: 10:00 A.M. - 12:00 Noon

PLACE: Human Resources Center
814 West 26th Street
Kansas City, Missouri

COORDINATOR: Mrs. Gertie Davis
Human Resources Coordinator

SPONSORED BY: University of Missouri Extension Center
1803 E. Linwood
Kansas City, Missouri

Mr. William Maxon, Administrative Coordinator for Nutrition Education

Mrs. Catherine May, Area Home Economist

Mrs. Geraldine Gordon, 4-H Programmer

FOR MORE INFORMATION CALL: 924-9272

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HUMAN RESOURCES CORPORATION

AREA II

RIP ROCKET ADULT LEADERS

NUTRITION T.V. SERIES

DATE: May 24, 1971

TIME: 10:00 A.M. - 12:00 Noon

PLACE: Human Resources Center
903 Lydia
Kansas City, Missouri

COORDINATOR: Mr. Carl Bua

SPONSORED BY: University of Missouri Extension Center
1803 E. Linwood
Kansas City, Missouri

Mr. William Maxon, Administrative Coordinator for Nutrition Education

Mrs. Catherine May, Area Home Economist

Mrs. Geraldine Gordon 4-H Programmer

FOR MORE INFORMATION CALL: 924-9272

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AREA III

RIF ROCKET ADULT LEADERS
NUTRITION T.V. SERIES

DATE: May 24, 1971

TIME: 1:00 P.M. - 3:00 P.M.

PLACE: Human Resources Center
2627 Truman Road
Kansas City, Missouri

COORDINATOR: Mrs. Ruby Jackson

SPONSORED BY: University of Missouri Extension Center
1803 Linwood
Kansas City, Missouri

Mr. William Maxon, Administrative Coordinator for Nutrition Education

Mrs. Catherine May, Area Home Economist

Mrs. Geraldine Gordon, 4-H Programmer

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AREA IV

RIP ROCKET ADULT LEADERS

NUTRITION T.V. SERIES

DATE: May 24, 1971

TIME: 1:00 P.M. - 3:00 P.M.

PLACE: Human Resources Center
3210 Michigan
Kansas City, Missouri

COORDINATOR: Mrs. Susan Johnson

SPONSORED BY: University of Missouri Extension Center
1803 Linwood
Kansas City, Missouri

Mr. William Maxon, Administrative Coordinator for Nutrition Education

Mrs. Catherine May, Area Home Economist

Mrs. Geraldine Gordon, 4-H Programmer

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AREA V

RIP ROCKET ADULT LEADERS

NUTRITION T.V. SERIES

DATE: May 24, 1971

TIME: 10:00 A.M. - 12:00 Noon

PLACE: Human Resources Center
2414 Swope Parkway
Kansas City, Missouri

COORDINATOR: Mrs. Martha Williams

SPONSORED BY: University of Missouri Extension Center
1803 Linwood
Kansas City, Missouri

Mr. William Maxon, Administrative Coordinator for Nutrition Education

Mrs. Catherine May, Area Home Economist

Mrs. Geraldine Gordon, 4-H Programmer

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AREA VI

PIP ROCKET ADULT LEADERS

NUTRITION T.V. SERIES

DATE: May 24, 1971

TIME: 1:00 P.M. - 3:00 P.M.

PLACE: Human Resources Center
3714 East 29th
Kansas City, Missouri

COORDINATOR: Mrs. Cecil Carter

SPONSORED BY: University of Missouri Extension Center
1803 Linwood
Kansas City, Missouri

Mr. William Maxon, Administrative Coordinator for Nutrition Education

Mrs. Catherine May, Area Home Economist

Mrs. Geraldine Gordon, 4-H Programmer

FOR MORE INFORMATION CALL: 924-9272.

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REGISTRATION FORM

NAME _____ NUMBER OF YOUTH YOU WILL LEAD _____

ADDRESS _____ PHONE _____

CITY _____ STATE _____ ZIP _____

ADDRESS OF HOME WITH T.V. _____ ZIP _____

MAIL TO: UNIVERSITY OF MISSOURI EXTENSION CENTER
2820 SOUTH 71 BY-PASS
INDEPENDENCE, MISSOURI 64057 OR CALL IN YOUR REGISTRATION:
PHONE: 924-9272 OR CL2-8548

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SITTING AROUND THE HOUSE

WHY NOT HELP SOME KIDS IN YOUR COMMUNITY?

LEAD A GROUP OF KIDS IN A NUTRITION T.V. SERIES FOR EIGHT SESSIONS.

WATCH A TV FILM ON CHANNEL 19 THEN GUIDE YOUR GROUP THROUGH ABOUT AN HOUR OF ACTIVITIES:
MAKING FOOD
TALKING ABOUT FOOD
GAMES, TOURS, & PRESENT THEM WITH CERTIFICATES UPON COMPLETION OF SERIES.

THE UNIVERSITY OF MISSOURI EXTENSION WILL PROVIDE A TRAINING MEETING FOR YOU ON May 4,11,18 & 25.

LITERATURE, TRAINING GUIDES AND LESSON PLANS WILL ALSO BE PROVIDED.

OTHER PROVISIONS WILL BE EXPLAINED TO THE FIRST 150 LEADERS: SUCH AS: TRANSPORTATION, CHILD CARE, MEALS AND MEETING PLACES FOR TRAINING.

UPON COMPLETION OF TV SERIES EACH LEADER WILL BE PRESENTED A CERTIFICATE AT A RECOGNITION LUNCHEON ON JUNE 24TH., 11:30 A.M. TO 2:00 P.M.

PLACE FOR LUNCHEON TO BE ANNOUNCED.

YOUR YOUTHS WILL MEET ON TUESDAYS AND THURSDAYS JUNE 1-3-8-10-15-17-22 & 24.

EACH YOUTH WILL BE PRESENTED A CERTIFICATE BY ITS LEADER UPON COMPLETION. RIP ROCKET T.V. FILM BEGINS AT 2:50 P.M.-CHANNEL 19.

WHAT EACH LEADER NEEDS

A HOME THAT HAS A T.V. SET THAT CAN GET CHANNEL 19.

A KITCHEN FOR SOME SIMPLE FOOD PREPARATION.

ATTEND FIVE TRAINING SESSIONS.

TO MEET EIGHT TIMES WITH YOUR RIP ROCKET T.V. TEAM.

SOME FOOD SUPPLIES FOR THE CHILDREN. THEY CAN BRING THEIR OWN.

HAVE CHILDREN PREPARE NOTE BOOK ON T.V. SERIES.

HURRY!!!HURRY!!!HURRY!!!

DEADLINE: MAY 1ST.

SEND YOUR NAME IN EARLY LEARN, HAVE FUN AND SERVE.

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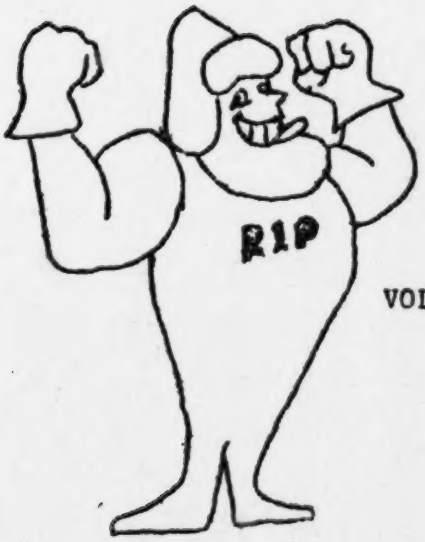
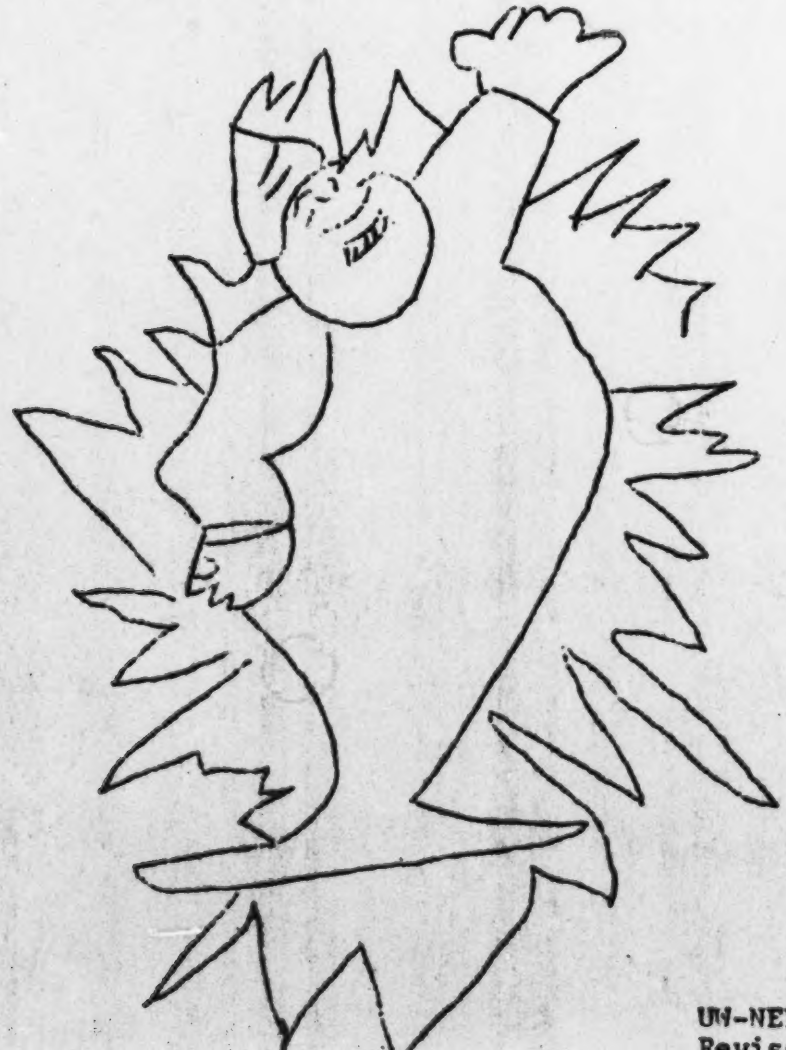
A HANDBOOK



VOLUNTEERS FOR "RIP ROCKET" TELL ABOUT NUTRITION



UN-NEP
Revised 3/1972

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INTRODUCTION

The "Rip Rocket" series of eight films on Nutrition is designed to complement other youth nutrition learning opportunities for 8 to 13 year old youths in the Expanded Nutrition Education Program. Each film will be shown on television at a designated time each week and topics will include food buying, meal planning, and discussions on nutrients, (Vitamins, Minerals, and Protein) needed by the human body. The reasons for eating foods which contain these nutrients are also included in each film.

As a volunteer leader, your role is to supplement each film with information about food and nutrition which will create an interest in food and an awareness of its importance to life and encourage the youth with whom you work to practice good food habits. This guide is designed to help you do this.

The Rip Rocket tv youth nutrition series is conducted by the Kansas City area of the University of Missouri Extension Division. The program is a joint effort of the Expanded Food and Nutrition Education Program, the Extension Youth Program and the Family Living and Child Development Program.

We are especially thoughtful to Kansas State University for their creation of the Cartoon Character Rip Rocket and the films. We are thoughtful to TV Station KCPT for their cooperation in telecasting the films.

Expenses for leaders and for telecasting are made available by a grant from the Extension Service, USDA who is studying the effects of using volunteers in teaching nutrition. Greatest acknowledgement goes to the real teachers of youth, volunteers and Nutrition Education Assistants who are the ones, who as Rip Rocket says, "lead to Better Health Through Better Nutrition".

UW-NEP

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HOW TO MAKE IT AS A VOLUNTEER LEADER

These are suggestions which will help you have a successful and satisfying experience as a leader--choose what you think will be most helpful to you in your situation.

1) ATTEND ALL THE TRAINING MEETINGS!

These are designed to let you preview the film to be shown each week so you will be familiar with the topic being presented. It is important that you know what the children will see on television before they see it! Keeps you ahead of your group and that's where you want to be.

2) PLAN THE MEETING AHEAD OF TIME!

(a) What do I plan to do with the children after they see the film on television?

(b) Try to have something for each child to do; ideas for activities, games, etc. are included in this guide.

(c) Get equipment and materials needed together. This will keep you from hunting for items and losing valuable time and energy.

(d) Always ask for help when you need it.

(e) Begin and end on time!

(f) If you have more than six or eight youngsters in a group--try to secure the help of another adult or older teenager in your neighborhood.

(g) Encourage each youngster to participate.

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AN OUTLINE

Things to do Before and After each television showing:

1) BEFORE each television show:

(A) Make sure there is a place for each child to sit (on floor, furniture, etc.) where he can see the television.

(B) Go over your plans for the session. When children arrive, briefly discuss what the television show is about for the day. (Point out one thing for each child to look for as he watches the show.)

(C) Turn the television on at least five minutes before broadcast time so you won't miss any of the film.

2) AFTER each television show:

(A) Discuss what the film talked about. Ask questions about subject matter presented in the film.

(B) Make sure you have the name, address and age of each child.

(C) Follow-through with activity for the day. If food is prepared try to have something for each child to do. Have one or more children demonstrate to others if all cannot actively participate.

(D) Use nutrition games while food is cooking if it requires more than fifteen minutes.

(E) Try to get each child to taste what is prepared, ask questions about the food, what it is, where it came from, how much it cost, etc.

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THINGS TO REMEMBER

1) There are eight films that will be shown on television.
2) Each film is to be accompanied by supplemental teaching, activities and recreation.
3) Keep a record of the youth attending each session--name, address, age, etc.
4) If field trips are one of your activities--plan them well in advance, ideas for field trips are listed in this guide.
5) Enjoy your experiences with the youngsters, if you have planned your sessions carefully--you'll make it as a volunteer leader and will have lots of fun helping youth learn about nutrition.
6) Let each child help clean up before leaving.
7) Plan with the children what you will do the next week.

IDEAS FOR FIELD TRIPS

Field tips can provide a way of learning about food and nutrition. Plan trips in advance. Keep it simple. Do not plan to go too far, or do not try to do too much in one visit.

SUGGESTED FIELD TRIPS

1) Trip to a nearby truck farm or garden to see where tomatoes, corn, cabbage, and other items are grown.
2) Trip to a nearby supermarket, or corner grocery store to see the variety of foods available and to purchase foods to prepare.
3) Trip to a bakery, to see how bread, rolls, etc. are made.
4) Trip to a dairy, to see how milk and milk products are made.
5) Trip to a packing plant to see how meats are cut, packaged, etc.
6) Trip to an open air fruit and vegetable market where children can observe the large variety of vegetables and fruits available.

Field trips to many of these sites must be arranged for in advance.

After a field trip try to relate the trip to the film and nutrition subject matter being studied. (Example: A trip to a bakery should be scheduled when the film on "B Vitamins" is shown and then related to breads, cereals, etc.

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IDEAS FOR OTHER ACTIVITIES AND GAMES

There are many games that can be used to teach food and nutrition to youth. A list of these games will be given to you during your training. Remember the games are set up to teach nutrition and this purpose should be kept in mind.

Posters are excellent visual aides and should be used by the leader. The youngsters can make posters about food and nutrition as an activity during the session. Suggestions for posters are pictures of food from old magazines, drawings, etc. Discuss posters--what food are there, what is in them, etc.

In addition to this handbook--you will receive lesson outlines for each film to be shown. These will help you know what to teach and when.

Read your handbook carefully and follow through with each session as suggested. You will have it made as a successful volunteer leader.

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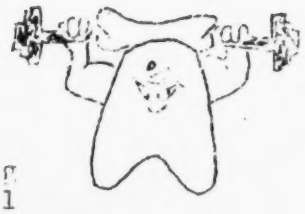
KEY NUTRIENT

LESSON I - CALCIUM



I. MIXER----------Burst the Ballon or Laughing Hat---Game Book--Page 1

II. FILM----------Calcium

III. DISCUSSION-------Outline of film

Everybody needs calcium, but especially:
- Expectant Mothers
- Nursing Mothers
- Growing Children

CALCIUM IS NEEDED FOR:
- Strong Bones
- Good Teeth
- Blood Clot
- Nerves
- To Keep the Heart Beating
- Muscles

FOODS CONTAINING CALCIUM:
- Milk--evaporated, fresh, powdered, fresh skimmed (other tips on storage, care, types and labels on milk can be found on the sheet on Milk Facts on following page.
- Cheese
- Ice Cream
- Cream Soups
- Any Casseroles, Pudding & Desserts containing Milk

OTHER FOODS:
- Turnip and Mustard Greens
- Sardines
- Salmon

IV. PREPARATION OF SNACK AND CLEAN-UP
Variety of Milk drinks using some of the following:
- Ice Cream-------Peanut Butter
- Chocolate or Cocoa
- Molasses--------Spiced Milk

V. RECREATION--
Milk Puzzle----------Game Book--Page 13
Kangaroo Jumping Relay----------Game Book--Page 16

VI. LOOKING AHEAD---------Collect a large gallon can and tuna fish can, corrugated cardboard, paraffin or old candles to make Buddy Burner and magazine pictures of food.

**) Other games may be used from Games Book if desired.

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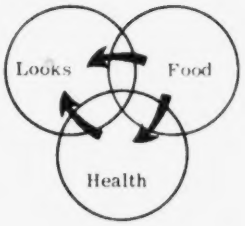

Do YOU drink milk? Yes ☐ No ☐

- Cool, refreshing milk

is a favorite mealtime drink for many people. It makes good food taste better.

  Hot chocolate milk is another favorite at meals and between meals.

  This is great, because everyone needs calcium--grandparents, teens, babies. Even the cat! And milk is a great source of calcium.

  CALCIUM helps to make bones strong and teeth hard. It helps muscles work and blood to clot.

- Milk also contains PROTEIN. All parts of our bodies (muscles, skin, organs, hair, and nails) contain protein. They must have a continual supply to build themselves. They must have a supply for repair such as after injury or illness.

  You all know milk comes from an animal (a cow). That's why it's called an animal food. Milk and other animal foods--meat, cheese, eggs, fish--supply PROTEIN.

- Milk contains a VITAMIN that helps keep skin smooth, hair shiny, nails strong, and vision clear.

  How much milk do teens need each day? If you answered "4 cups" you're right! Milk or milk foods is one of the best ways to get the calcium, protein, and some of the vitamins your body needs to be in top shape.

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Charline Lindsay, state Extension youth specialist; and
Nancy Lysen, UMC.

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Milk is used in

cream pie

custard

milk shakes

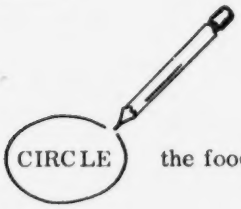
malted milks

pudding

gravy

cream soup

hot bread



the foods you eat.

Look for these milk products at your store.

whole milk.....

cottage cheese.....

dry milk

chocolate milk.....

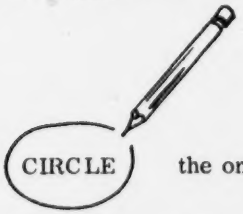
buttermilk.....

cheese

ice cream.....

skim milk.....

evaporated milk.....



the ones your family uses.

Check COSTS of these products at your meeting or at the store.

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BE SMART--READ THE LABEL

- Pasteurized milk has been heated to destroy harmful bacteria. The process is called pasteurization. The milk is heated to 143° for 30 minutes or to 161° for 15 seconds. Then it is cooled rapidly.

  If milk is left raw (unpasteurized) it could contain bacteria that causes diphtheria, tuberculosis, typhoid fever, and other diseases.

- Raw milk that hasn't been pasteurized cannot be sold legally in Missouri except at the farm.

- Homogenized milk is whole milk. The butterfat has been broken up into tiny particles and mixed throughout the milk.

- Skim milk has butterfat (cream) removed.

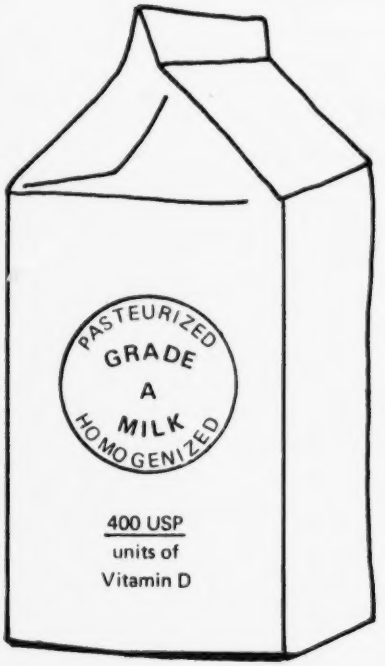
- Dry milk has most of the water removed. It has the same nutrients as fluid skim milk. It's just as good for you.

- Evaporated milk (canned) has part of the water removed. It has the same nutrients as whole milk.

- Some milk has a Vitamin D concentrate added. Our bodies use calcium better if Vitamin D is present at the same time.

- Some milk has Vitamin A added.

- Grade A stands for highest quality. The health of the cows and dairymen and sanitation of the dairy plants have been checked.



BE SMART--STORE IT RIGHT

- Fresh fluid milk must be kept cold or it will spoil.

- Dry milk can be kept on the kitchen shelf. After water is added, cover it and keep it in the refrigerator, too.

- Canned milk is okay on a kitchen shelf until it's opened. Then it needs to go into the refrigerator.

FIND THE ANSWERS AND WRITE THEM IN:

Fresh skim milk costs_____ ¢ a quart.

Fresh whole milk costs _____ ¢ a quart.

Instant dry milk costs_____ ¢ a quart.

Which is the best buy?_____

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COCOA (6 servings)

4 tbsp. cocoa
3 tbsp. sugar
1/8 tsp. salt
4 cups water
1 cup dry milk
1/2 tsp. vanilla

Combine cocoa, sugar, and salt. Stir in 1 cup water. Boil several minutes, stirring constantly. Remove from heat and add rest of water and dry milk. Beat until smooth. Heat thoroughly. Add vanilla.

PEANUT BUTTER MILK (6 servings)

6 cups milk
2 tbsp. sugar
1/3 cup peanut butter

Add milk gradually to peanut butter and mix well.

(Dry milk may be used. Use 5 1/2 cups cold water and 2 cups dry milk.)

MOLASSES MILK (6 servings)

1 1/2 cups dry milk
1/4 tsp. salt
6 cups water
1/3 cup molasses

Mix dry milk and salt; mix water and molasses. Add dry ingredients to liquid and beat, stir, or shake until smooth.

SPICED MILK (6 servings)

1 1/2 cups dry milk
1/2 tsp. cinnamon
1/2 tsp. nutmeg
1 tbsp. sugar
1/4 tsp. salt
6 cups water

Add dry ingredients to water and beat, stir, or shake until smooth.

MILK SHAKE (1 serving)

1 cup milk
1 scoop ice cream

Flavor: (select one)
1/2 banana mashed
1/4 cup crushed sweetened strawberries
2 tbsp. maple syrup
2 tbsp. chocolate syrup

Shake or beat thoroughly.

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KEY NUTRIENT

LESSON II - IRON

I. Start to make Food Fun Cards---Game Book--Page 4
A Review Film on CALCIUM

II. FILM----------Iron

III. DISCUSSION

Iron is needed by everybody. Better health comes through better eating. Some need more iron than others, especially:

Babies & Growing Children
Expecting & Nursing Women
All Girls & Women - 12-50 Years old

IRON IS NEEDED FOR:

Energy--to help keep you peppy
Makes healthy blood
Lack of iron will cause anemia

FOODS CONTAINING IRON:

Lean Meats
Liver
Egg Yolks
Dried Beans
Bread & Cereals
Dried Fruits

Cooked Dishes such as:
Prune Whip
Apricots
Peaches
Spinach
Broccoli
Carrot & Raisin Salad
Mixed Bean Salad

IV. PREPARATION OF SNACK
A) Carrot & Raisin Cookies
B) Deviled Eggs
C) French Fried Liver Strips
D) Carrot & Raisin Salad

V. RECREATION--
Basic Four----------Game Book-----Page 2
Tug of War----------Game Book----Page 15

TIPS TO REMEMBER:

Don't cook in too much water
Save the cooking water, it's full of Iron
Use cooking water for soups and sauces

VI. LOOKING AHEAD---------Bring Buddy Burner Material

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Carrot-Raisin Cooky

1/3 cup shortening
1/3 cup brown sugar
1/2 cup molasses
1 egg
1/4 cup dry milk
1 cup flour
1/4 teaspoon nutmeg
1/4 teaspoon cinnamon
1/2 teaspoon salt
1/4 teaspoon soda
1 teaspoon baking powder
1 1/4 cups quick rolled oats (uncooked)
1 cup grated raw carrots Or
1 cup grated raw sweet potato
1 teaspoon grated lemon rind (optional)
1/2 cup whole or ground raisins

Cream shortening, sugar, molasses, and egg together. Combine dry ingredients, including rolled oats, and blend thoroughly. Stir into creamed mixture. Add grated carrots or sweet potato, lemon rind, and raisins. Stir until well mixed. (Dough should be stiff enough to hold shape on baking sheet) Grated sweet potatoes are drier than grated carrots. If dough is too stiff, add milk in small quantities. Drop by teaspoonsfuls onto lightly greased cooky sheet. Bake in hot oven (400) 15 minutes or until brown. Yield 5 dozen-2 inch cookies.

LIVER STRIPS

Place sliced liver on cutting board. Season to taste. Cut liver in strips, dip in a egg and milk mixture, then dip in flour. Deep fry until brown. (you may dip strips in flour mixture instead of egg mixture and fry.

DEVILED EGGS

6 eggs
1/4 cup mayonnaise
1 teaspoon prepared mustard
1/2 teaspoon vinegar
1/4 teaspoon salt
pepper as desired
paprika

Hard cook eggs,cool under cold running water 5 to 10 minutes. Peel shells from eggs. Cut eggs in half lengthwise. Mash yolks with remaining ingredients except paprika until mixture is smooth. Fill whites with this mixture; sprinkle with paprika.

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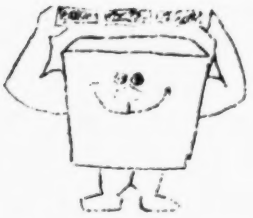

KEY NUTRIENT

LESSON III - PROTEIN

I. Make Buddy Burner and Hobo Stove---Game Book--Page 22
A Review Film on IRON

II. FILM----------Protein

III. DISCUSSION

Protein is of first importance to good health. A new supply of protein is required every day to provide:

Growth
Energy
Body Repair

Everybody needs at least two (2) servings each day. Like other nutrients some need more:

Babies & thier Mothers
Growing Children
People who are Ill

FOODS CONTAINING PROTEIN:

Hamburger	Eggs
Stew Meat	Peanut Butter
Roast	Dried Peas & Beans
Chicken	Milk
Fish	Cheese

Oatmeal

IV. PREPARATION OF SNACK
A) Sloppy Joe Burgers
B) Peanut-Butter Raisin Sandwich

V. RECREATION--
Peanut Pass Game--------Game Book--Page 3

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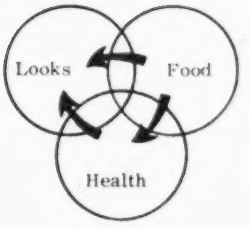

Hamburger is a popular name for FRESH GROUND BEEF.

HOW TO BUY GROUND BEEF

- Air turns ground beef bright red on the outside. It's purplish red inside. So look for bright red color outside.
- Light-colored ground beef has more fat that cooks away. Usually leaner ground beef costs more per pound but you have more when cooked.
- Fresh ground beef smells good. Buy from a store that sells fresh beef. (Sniff it at home.)

HOW TO STORE GROUND BEEF

- Hustle home from the store and put meat in the refrigerator.
- Air around meat helps it to keep longer. If it is wrapped in paper (not clear plastic), loosen the paper before you put the meat in the refrigerator. (See-through wrapping from self-service markets allows air to get in. Leave it on.)
- Put it in the coldest part of the refrigerator.
- Use it within one or two days.

HOW TO COOK A HAMBURGER

- Shape ground beef in a loose patty 1/2 inch thick or more. Handle gently. Be careful not to pack. One pound of ground beef makes four large patties or eight small ones.
- To cook in frying pan, cook on one side until brown (about 12 to 15 minutes) over medium heat. Cook slowly so it will be tender. Don't press patties down while cooking or you will squeeze out the meat juices. Turn and cook other side. Turn only once.
- To broil hamburgers or cook on a grill prepare them the same way. Cook the same way. Remember to turn only once.
- Salt, onion, or other seasoning can be mixed lightly with the meat if you like them.

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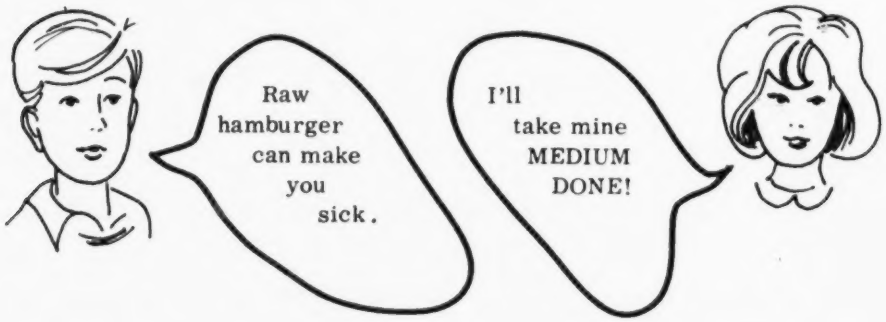
KNOW THE TYPES OF GROUND BEEF

- Ground chuck comes from the shoulder or chuck portion of beef cattle.
- Ground round is from the back leg of the animal. It has less fat and shrinks very little when cooked.
- Ground beef is ground-up beef from any part of the animal.



WHY COOK MEAT?

- Heat kills the bacteria that can make you sick.
- Heat makes meat more tender by softening the connective tissues.
- Heat improves the flavor and appearance of meat.

HAMBURGER IS GOOD FOOD BECAUSE

1. It tastes good.
2. It's easy to use.
3. It is high in food value--
   - Protein to help build the body.
   - Iron that helps build red blood.
   - B vitamins that help you look and feel good.
   - Some fat for energy.
4. It's low in cost.

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SLOPPY JOE BURGERS

Melt in a skillet	1 tablespoon shortening
Add and cook until lightly browned	1/2 cup chopped onion
Add and stir till it browns very lightly	1 pound ground beef
Add and mix	1 teaspoon salt 1 tablespoon flour 3/4 cup catsup

Simmer 15 minutes.
Stir now and then.

Serve with biscuits made of Missouri Mix. Makes eight to ten small servings or five large servings.

NOTE: Two cups canned chopped meat may be mashed or diced and used instead of ground beef. Tomato soup as it comes from the can may be used in place of catsup in the recipe. Canned tomatoes may be used, too.

BISCUITS TASTE GOOD
WITH SLOPPY JOES

BASIC BISCUITS

2 cups MIX
1/2 cup water

1. Add liquid to MIX. Stir 20 to 25 times.
2. Turn onto lightly floured board and knead about 15 times.
3. Roll to 1/2 inch thickness. Cut with a floured biscuit cutter or in squares using a floured knife. Place on ungreased baking sheet.
4. Bake in a hot oven (425° F.) for 10 minutes.

Yield: 12-14 biscuits.

Here's the Basic
MISSOURI MIX Recipe

9 cups sifted all-purpose flour
1/3 cup double-acting baking powder
1 cup plus 2 tablespoons nonfat milk solids
4 teaspoons salt
1 3/4 cups vegetable shortening OR 1 1/2 cups of lard.

1. Stir baking powder, dry milk and salt into the sifted flour. Sift all dry ingredients together until well mixed.

2. Cut fat into flour mixture until all particles of fat are thoroughly coated and mixture resembles coarse cornmeal.

Yield: 13 cups of MIX.

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? ? ? MEAT QUIZ ?

1.	T ☐	F ☐	The most expensive cuts of meat are the most nutritious.
2.	T ☐	F ☐	Meat is a good source of protein.
3.	T ☐	F ☐	A high temperature that browns the meat fast is right for cooking hamburgers in a frying pan.
4.	T ☐	F ☐	Ground beef comes from sheep.
5.	T ☐	F ☐	It is okay to eat ground beef raw.
6.	T ☐	F ☐	There is only one type of ground beef.

ANSWERS:

1. F There is no difference in nutritive value of the lean from expensive and less expensive cuts of meat.

2. T Yes. Also a source of B vitamins and iron.

3. F For a juicy product, use medium heat that cooks the inside before the outside is hard.

4. F Ground beef comes from cattle.

5. F Ground beef should always be cooked before it is eaten because heat kills bacteria.

6. F The three types of ground beef most often found are ground chuck, ground round, and ground beef.

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PEANUT BUTTER-RAISIN SANDWICH

Makes 1 1/4 cups sandwich spread.

YOU NEED:
1 cup peanut butter
3/4 cup finely chopped raisins
Sandwich bread or buns

SERVE WITH:
Vegetable Soup
Watermelon
Milk

1 Get ready:

1 cup peanut butter

3/4 cup finely chopped raisins

Put peanut butter and raisins in a bowl.

Mix well.

2 Spread on one slice of bread for an open-face sandwich.

For a "regular" sandwich, cover with a second slice of bread.

If you like, cut sandwich in half.

For a "bun-wich", split round or long bun and fill with peanut butter-raisin mixture.

3 Use these other foods in the sandwich if you like:

Butter or margarine

Mayonnaise or salad dressing

Lettuce

SMART SHOPPER RECIPE

U.S. DEPARTMENT OF AGRICULTURE • CONSUMER AND MARKETING SERVICE • FOOD TRADES STAFF

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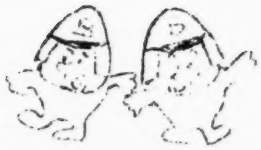
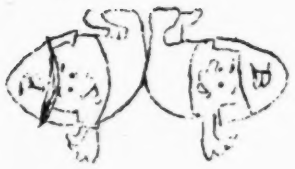


KEY NUTRIENT

LESSON IV - VITAMIN B



I. GAME----What Am I?------Game Book--Page 3
A Review Film on PROTEIN

II. FILM--------Vitamin B

III. DISCUSSION

The B Vitamins are quite complex, but are very much needed by the body especially Thiamine (B_1), Riboflavin (B_2) and Niacin. Lack of the B Vitamins make one:

Tired
Grumpy
Irritable
Worried
Upset
Lack in functioning of Nerves
Lose normal appetite
Bad digestion and bad skin

FOODS CONTAINING VITAMIN B:

In all of the 4 Food Groups:
Meats
Breads & Cereals
Milk
Vegetables

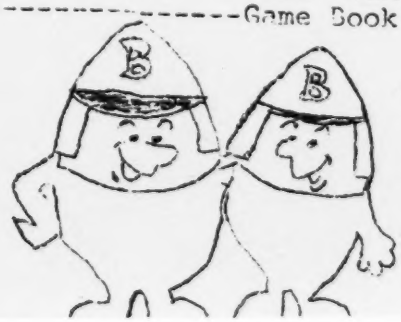
TIPS TO REMEMBER:

1) Check labels for enriched or fortified
2) Don't cook in too much water--save cooking water and use in sauces, soups and desserts.

IV. PREPARATION OF SNACK AND CLEAN-UP
A) Oatmeal Cookies
B) Chopped Meat Spread
B) Meat & Cheese Kabobs
C) Quick Refrigerator Rolls

****) Choose one to prepare

V. RECREATION--
Find the Food Group-----Game Book--Page 11
Charades----------Game Book---Page 4



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OATMEAL COOKIES

1 cup Oatmeal
1/2 cup Shortening
3 T. Milk
1/2 cup Sugar
1 Egg
1/2 cup Raisins
1/2 t. Vanilla
1 cup Flour
1 t. Baking Powder
1/2 t. Cinnamon
1/2 t. Salt

Preheat oven to 350F. Measure all ingredients before you begin mixing. Mix shortening, oatmeal, and milk. Add sugar, well-beaten egg, and vanilla. Mix well. Drop by teaspoonfuls on a greased baking sheet. Bake in oven until medium brown. Makes 2 1/2 to 3 dozen cookies.

CHOPPED MEAT SPREAD

1 can Chopped Meat
2 Boiled Eggs
1 T. Minced Onion
or 1 Onion
1/4 cup chopped Sweet Pickle
or chopped Sweet Relish
1/2 cup Mayonnaise
1/4 t. Celery Salt or Seasoning

Mix the above ingredients into a consistency for sandwiches. May use ricer, blender, colander or potato masher. Use lettuce to garnish.

MEAT AND CHEESE KABOBS

Meat
Cheese
Toothpicks
Small pieces of Fruit

Line up on a toothpick squares or chunks of any type of canned or cooked meat you have at home. You can use chicken, beef, turkey, pork, sandwich meat, hot dogs, etc. Make every other piece of food a square of cheese. You can put a grape or a small piece of pineapple or other fruit in between these foods, too.

FOUNDATION REFRIGERATOR ROLLS

1 cup Milk
1 cup Water
1/2 cup Fat
1/2 cup Sugar
2 t. Salt
2 Eggs
1 Yeast Cake or Package
1/4 cup lukewarm Water
6 cups Flour

Scald the milk, add the sugar, salt, and fat, allow to cool until lukewarm. Beat the eggs well and add to mixture. Add yeast dissolved in lukewarm water, and enough flour to make a soft dough. Placed in a greased bowl in a refrigerator until ready to use. Take out the amount needed and knead. Use as little flour as possible in kneading. The more you knead the dough the better texture you will get. If possible knead for about 10 minutes. Shape rolls, place in greased pan, set in warm place and allow to rise until light. Bake at 375-400F for 15 to 20 minutes.

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KEY NUTRIENT

LESSON V - VITAMIN C

I. Review--Food Puzzle------Game Book--Page 3
A Review Film on VITAMIN B

II. FILM--------Vitamin C

III. DISCUSSION

Vitamin C is also known as ascorbic acid. Vitamin C cannot be stored in the body, therefore we need Vitamin C in our diets daily. People of all ages need Vitamin C.

VITAMIN C IS NEEDED FOR:

Healing cuts
Resisting disease
Building strong blood vessels & muscles
Protective coating around the walls of our cells

FOODS CONTAINING VITAMIN C:

Grapefruit	Spinach
Citrus Fruits	Collards
Strawberries	Cabbage
Cantaloupe	Fruit Juices--canned, fresh or frozen
Tomatoes	

Other Green & Leafy Vegetables

Eat at least 1 or 2 of these foods every day.

IV. PREPARATION OF SNACK AND CLEAN-UP
A) Fruit Juice Punch
B) Cabbage Slaw

****) Choose one to prepare

TIPS TO REMEMBER:

Most fruits and vegetables keep best in the refrigerator
Proper storage is very important
Keep tightly covered, and use very soon after purchase
Cook the shortest time possible
More food value can be retained if the food can be eaten raw.

V. RECREATION--
Orange Relay--------Game Book--Page 4
Ring Toss Game------Game Book---Page 3
Hobo Thermos--------Game Book--Page 21

****) Choose two or all three

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FRUIT NOG OR FRUIT JUICE PUNCH

2 qt. Milk
Sugar to taste
2 cups Fruit Juice
1 qt. Milk Ice

Blend milk, sugar, add fruit juice, then ice cream or milk ice and serve.

BEST-EVER COLE SLAW

1/2 cup Evaporated Milk
1/4 t. Salt
1/4 cup Cider Vinegar
Few thin slices of Onion, separated into rings
1/4 cup Sugar
1/8 t. Pepper
4 cups finely shredded Cabbage
1/2 cup chopped Green Pepper (IF you Like)

Stir sugar, salt and pepper into evaporated milk. Let stand about 5 minutes, stirring now and then to dissolve sugar. Add vinegar slowly, stirring to keep smooth. Pour over cabbage, onion and green pepper and mix until well coated with dressing. Chill until ready to serve. Makes 6 servings.

TO MAKE CARROT & CABBAGE SALAD---Use 2 cups peeled and shredded raw carrot with 2 cups of shredded cabbage.

OTHER SALADS---Finely chopped raw apple, OR peeled and shredded raw turnip, OR peeled and shredded raw rutabaga may be used in place of part of the shredded cabbage. Onion and green pepper may be omitted.

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KEY NUTRIENT

LESSON VI - VITAMIN A

I. Review Snacks That Score------Game Book--Page 15
A Review Film on VITAMIN C

II. FILM---------Vitamin A

III. DISCUSSION

Everybody needs Vitamin A, one serving each day expectant and nursing mothers need more.
VITAMIN A IS NEEDED FOR:

Helping our eyes
Prevent night blindness
Help us have smooth skin
Help resist infection
Proper Growth and Development

FOODS CONTAINING VITAMIN A:

Liver	Kale
Eggs	Broccoli
Butter	Turnip Greens
Cheese	Carrots
Milk	Sweet Potatoes
Squash	Pumpkin
All Yellow Veg.	Rutabaga
Spinach	

IV. PREPARATION OF SNACK AND CLEAN-UP
A) Carrot Sticks
B) Green Ring & Carrot Mold
C) Welsh Rarebit

****) Choose one to prepare

V. RECREATION--
Game---------Game Book--Page 5
Rooster Fight-Game Book-Page 16

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CARROTS & GREEN RING MOLD

2 cans Turnip Greens or
2 pkgs. frozen Greens
1/4 t. Horseradish

Cook as directed on package or can. When done--add horseradish and arrange on platter in a mold. In center place buttered carrots:

BUTTERED CARROTS:

1 small bag Carrots
3 T. Butter or Oleo
Pepper to taste
1 T. Sugar
1 t. Salt

Wash, scrape and slice carrots. Cook in very little water until tender. Add butter and other seasonings. Arrange in center of green ring mold.

WELSH RAREBIT

1 or 2 T. Fat
1/4 t. Salt
1 cup finely grated Cheese
2 T. Flour
1 cup Milk

Melt butter, margarine, or other fat in heavy saucepan. Blend in flour until smooth. Add salt. Add milk slowly, stirring rapidly to prevent lumping. Bring mixture to a boil, stirring constantly. Gradually stir in cheese until melted. Reduce heat and cook 1 minute, taking care not to overcook.

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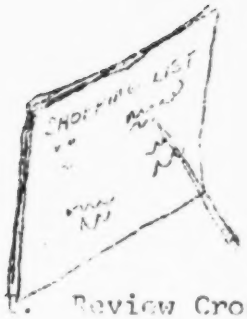

KEY NUTRIENT

LESSON VII - BE A GOOD SHOPPER

I. A. Review Cross Word Puzzle---------Game Book--Page 8
   B. Review Film on VITAMIN A

II. FILM----------Be A Good Shopper

III. DISCUSSION

Plan foods from each group in making grocery list. Check the specials that week. Plan food family likes to eat. Check to see what food is on hand. Plan for nutritious snacks too. Check for a store or supermarket where you can do most of your shopping---Take into consideration cleanliness and variety.

IV. ACTIVITIES--

1) Collect weekly shopping adds from several stores.
2) Compare prices
3) Make a shopping list from adds (this could be done by arranging shopping list in:
   A) Meat Group
   B) Milk or Dairy Group
   C) Fruits & Vegetables
   D) Breads & Cereals

V. RECREATION--
Food Fun Cards----------Game Book--Page 4
Food Brings----------Game Book--Page 6

***)
You may serve any refreshment of your choice.

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KEY NUTRIENT

LESSON VIII - YOUR MONEY'S WORTH

I. Review Clover Fun----------Game Book--Page 3
A Review Film on BE A GOOD SHOPPER

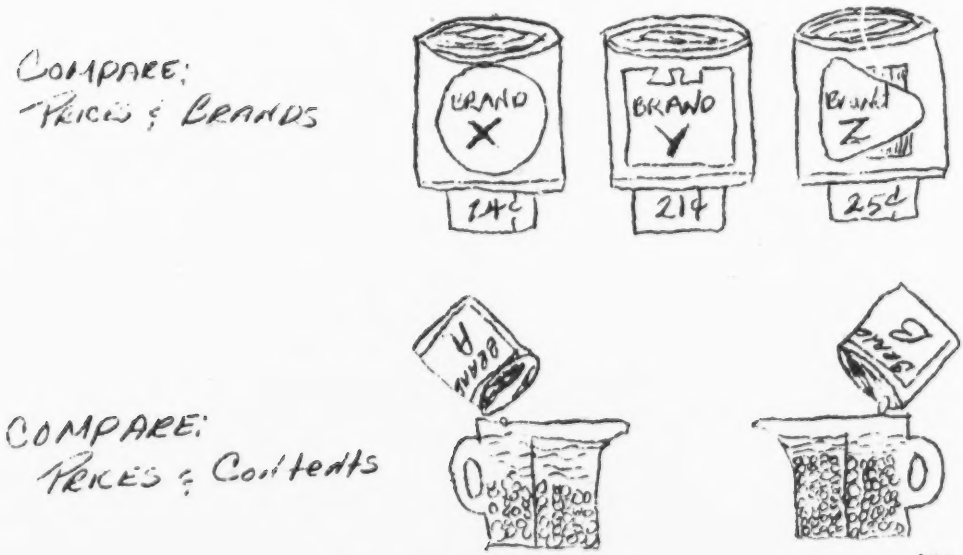
II. FILM----------Your's Money Worth

III. DISCUSSION

Compare different forms of food:
- Ready mixes
- Instant
- Fresh
- Frozen
- Dehydrated
- Others

IV. ACTIVITIES--

1) Display a quality brand in jars--without student knowledge
2) Have milk prepared from instant and fresh milk in jars. Let them sample each and identify.
***) Prepare instant milk the night before and refrigerate.
3) Tour a supermarket or nearby store
****) Please ask permission of manager to do this ahead of time.
4) Observe shopping habits of a few of the shoppers



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We hope this program has been a pleasant experience for you as volunteer leaders, youth and Nutriti n Education Assistants, too.

Remember, nutrients are foods that will help you GROW, GLOW and GO. Nutrients come in all sizes, forms, shapes and colors. They all work together for a healthier you!

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NUTRITION GAMES AND ACTIVITIES

MIXER GAMES

These mixer games may be used to involve the group in active participation and get the group acquainted. They are not nutrition games.

BURST THE BALLOON

1. Give each person a balloon as he comes in and ask them to blow it up. Then at a given signal let each one try to protect his balloon while at the same time try to burst his neighbor's balloon. The person who protects his balloon the longest wins.

KNOCK EM DOWN

2. Save empty milk cartons and use them for bowling pins. Roll up some old stockings into a tight ball. Let each person take their turn at bowling. The one who knocks down the most milk cartons wins. (Place milk bottles in regular bowling fashion.)

LAUGHING HAT

3. Toss a hat up in the air. If it lands with the top up everyone should laugh. If it lands bottom side up everyone should keep a straight face. Any person failing to do the correct thing drops out. The person that is the last to drop out is the winner.

EAT THE CANDY
(Appeals to younger children)

4. Have some candy that is wrapped in cellophane (example--carmels) and give each child a piece. At a given signal have them put one hand behind their back and try to unwrap the candy and put it in their mouth. The one getting the candy unwrapped and into their mouth first wins and gets an extra piece of candy.

HOT POTATO
(Good for a group)

5. Roll some old stockings into a ball or roll aluminum foil into a ball. Players stand in a circle, the leader tosses the "hot potato" to a player and they in turn toss it to some one else. The object is to give it to someone else as soon as possible because it is "hot". At a given time the leader calls "Stop" .... the person holding the "potato" is out and the person remaining the longest wins.

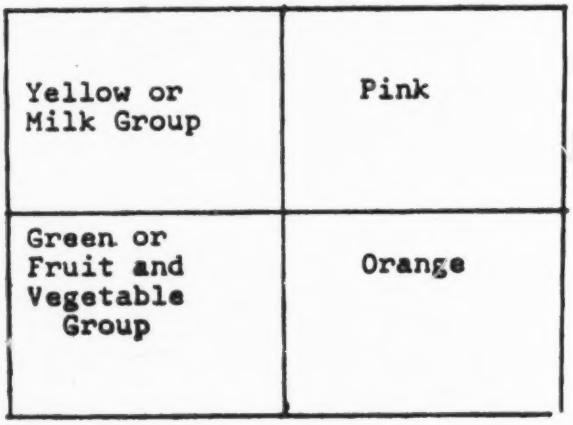
GROUP GAMES

THE BASIC FOUR

Place food or number of food in correct food group. Leader could have four different colored sheets of paper and use paper food models or magazine cut-outs to make it a group game, by having participants take turns, selecting a food and putting it in the correct food group.

List of Foods

1. Turnips
2. Eggs
3. Ice Cream
4. Cabbage
5. Milk
6. Oatmeal
7. Beef Roast
8. Orange
9. Chicken
10. Apple



Divide paper into four sections for the four basic food groups. Title each selection by color according to food groups.

(Leader can add as many foods as desired)

GROUP GAMES

1. Ring Toss Game

Use 4 empty 6 ounce concentrated frozen juice cans as the targets. Make each can one of the 4 food groups. Rings can be made from medium or large plastic snap on lids by cutting out the center and leaving approximately a 1/2 inch band on the outside edge. Set up a foul line about 3 feet from the can. Each child should be given several rings to toss and a point system established for ringers on each can to determine a winner. Winning score could be the same as the daily recommended servings for the basic four - 2 for meat, 3 for milk, 4 for bread and 4 for fruit and vegetables.

2. Play the "wake up" game

The child who is "it" calls out one of the four food groups, (Milk, meat, bread, fruit) then calls on someone in the group. This child must quickly shout out the name of a food in that group that would be a good food for breakfast. If he cannot do it, then he becomes "it". If he answers correctly, the original child continues until he calls on someone who cannot answer.

3. Peanut Pass Game

Divide the group into 2 teams. Each team forms a double line facing each other. Chairs are placed at both ends of the lines with 12 peanuts on the chair at the head of each line. Each player weaves his fingers into the fingers of the person across from him. They must not unclasp hands throughout the game. At a signal the leader picks up the peanuts one at a time and passes them down the line as rapidly as possible. The last player puts them on the chair beside him. If a peanut is dropped it must be picked up without any unclasping of hands. The team which passes all its peanuts down and back first, wins the relay.

4. Clover Fun

Draw an outline of a clover on a large sheet of paper. Mark off the four food groups. Hang on a bulletin board or wall. Give each individual a picture of a food and a pin. Blindfold and have each one try to place the food in the correct area.

5. What Am I

Pin a picture of a food on the back of each boy and girl. The group forms a circle. One member of each circle goes into the center. He asks questions about the food pinned on his back that can be answered yes or no by the rest of the group. When he guesses what the food is, he goes back into the circle and another member goes into the center.

6. Quiz it Game

The leader asks for the name of a food that contains a particular vitamin or mineral--for example, iron--to be given before she can count to five and points to a child to respond. If the child gives a correct answer before the end of the count, he becomes leader and continues the game.

7. Food Fun Cards

Draw or paste pictures of foods from the 4 food groups on 3X5 index cards. Print the name of each food under the picture. A deck of cards is needed for each group of 4 children. A deck consists of 8 cards from the milk group, 8 cards from the meat group, 10 cards from the vegetable and fruit group and 10 cards from the bread and cereal group. Use as much variety as possible in each group.

Deal 4 cards to each of the 4 players. Put the rest of the cards in a pile on the table. Turn the top card over. The person to the right of the dealer plays first. He can choose to take the card that is turned over or take a card from the top of the pile. This procedure continues around the table. The first person to plan a complete meal with the cards in their hand, including at least 1 food from each food group wins.

8. Charades

Write a number of situations pertaining to eating, preparing food or grooming. Example, stirring a pan of food. Each person pulls a slip of paper from a hat and without words performs the written situation.

9. Treasure Hunt

Hide the foods, or pictures of food, to be used in preparing one of the daily snacks. Divide the kids into teams. Have a contest to see which team can find the most items.

10. Orange Relay

Divide the group into 2 teams. Each team forms a single line. Everyone puts his hands behind his back and keeps them there. An orange is placed between the chin and the neck of the first person using only his chin and neck to hold the orange. If the orange is dropped, the team must start over. The first team to successfully pass the orange all the way to the end of the line without dropping it is the winner.

11. Put 2 large cans or small boxes in one section of the room. Mark 1 vitamin A and the other Vitamin C. Establish a throw line approximately 4-5 feet back from the boxes. Using pictures with cardboard backs or food models of the vitamin A and vitamin C vegetables and fruit, have each child take 6 pictures, stand behind the throw line and see how many pictures he can throw into the correct can. Keep score for everyone. A child gets a point only if the picture goes into the correct can.

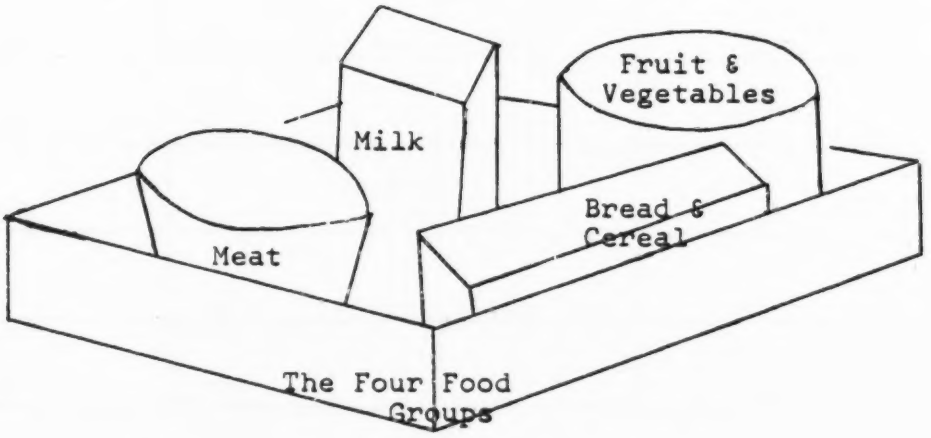
12. Toss
(Nutrition Fun With Kitchen Equipment)

Equipment: 4 containers such as: juice can
cottage cheese carton
milk cartons (cut off top)
bread pan

a large shallow box

Plus 13 discs-which could be beans, buttons, or bottle caps

Object: Let each player take turns tossing the discs--trying to toss the correct number (recommended servings) into the four food groups.



FOOD BINGO

1. Prepare numbers to be called for bingo cards.

   Place word "Milk" on numbers 1 through 20. Example

   Place word "meat" on numbers 21 through 40.

   Place words "vegetable-fruit" on numbers 41 through 60.

   Place words "bread-cereal" on numbers 61 through 80.

   Place words "other foods" on numbers 81 through 100.

   These numbers should be prepared on sturdy squares of cardboard as they will be used over and over. Place them in a bowl or other container.

2. Prepare bingo cards for each player.

   Example:

THE 4 FOOD GROUPS				
MILK	MEAT	VEGETABLE FRUIT	BREAD CEREAL	OTHER
17	21	42	62	81
4	29	45	64	87
2	32	Snack Free	70	92
7	36	51	75	94
11	40	57	79	97

(Food Bingo - Continued)

Under each food group write a number that falls in the range assigned to that group. For example, the numbers under MILK can be any from 1 through 20. Each card should be different.

Other foods include:

Syrup	Cookies	Lard
Butter	Cake	Pretzels
Sugar	Pie	Colas
Honey	Margarine	

3. Acquaint players with how to play game.

   (a) Put up large poster of the Daily Food Guide

   (b) Have them name different kinds of food in each group to give them ideas before starting to play.

   (c) Explain the ways to win.

      (1) Numbers called and filling in a column (down) under one food group. ↕

      (2) Numbers called and filling in a row across. ↔

      (3) Numbers called and filling in diagonally. ↙↗

   Call out "Meals" when they have won. Remind them they get the square SNACK FREE in the center.

4. Leader stirs numbers in the bowl and pulls a number, calls it out and places it aside. Leader continues to pull one number at a time until a player calls out "Meals". Allow enough time between numbers for players to write.

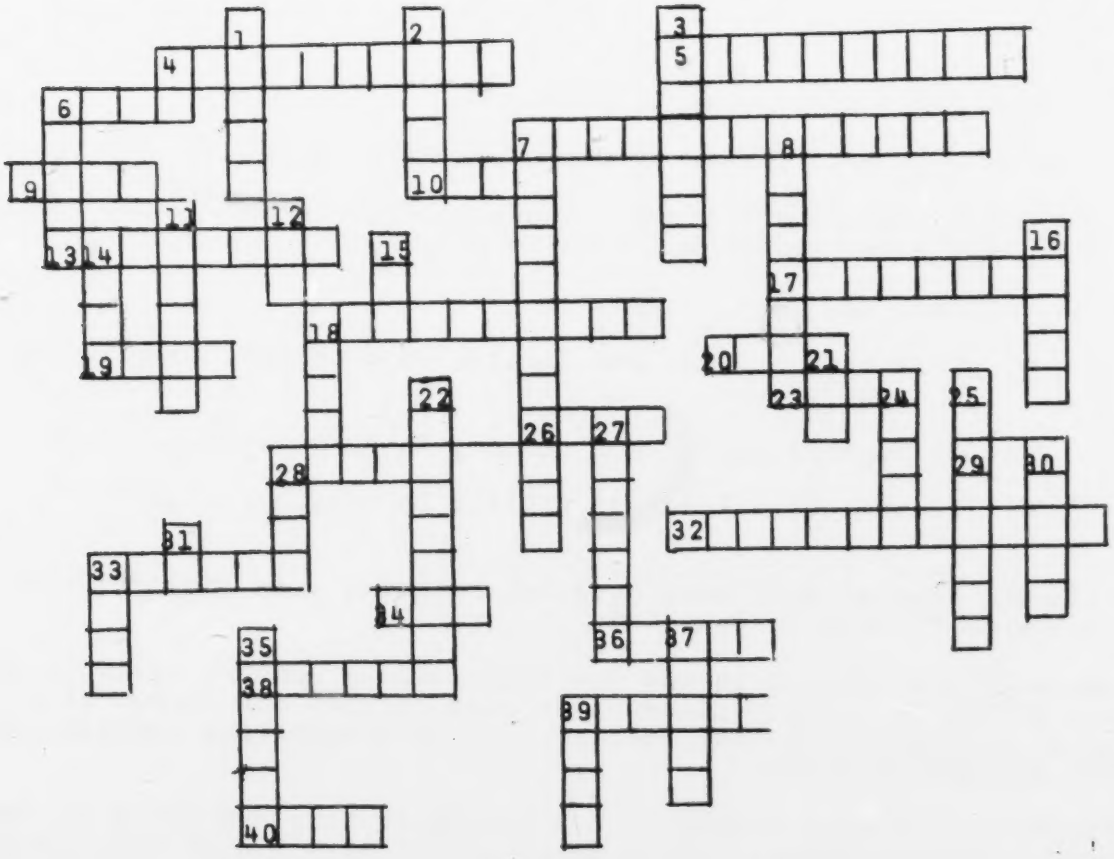
5. Players write down a food in the square if that number is on their card. Example--leader calls Bread-Cereal 62. Player could write cornflakes as well as others. By writing at top of square the bingo sheet can be used for several games.

   The leader should draw few practice numbers so that participants will understand how to play before the game actually begins.

6. Prize can be given. Example: Vegetable seeds, measuring spoons c cups, can of peaches, package of peanuts.

PAPER AND PENCIL GAMES

NUTRITION CROSSWORD



Across

4. Mineral which helps build strong bones and teeth.
5. Stay young vitamin supplied by milk (One of the B Vitamins).
6. Sodium Chloride
7. Louisiana product rich in pro-vitamin A. (Two words)
9. Plant from which we get sugar.
10. Small pie.
13. Too late to change
17. Vitamin B found in pork and whole or enriched cereals.
18. Foods low in calories high in vitamins and minerals.
19. Necessary to
20. A root vegetable with tops that can be used for greens.
23. Where plants get most of their nutrients.
26. Cereal grown in Louisiana.
28. Increase in size of body.
29. Time to change bad food habits.
32. Sugars and starches belong to this group.
33. The roughage and celluslose the body needs come from these parts of fruit and vegetables.
34. Nutrition helps you to be physically _____
36. Carbohydrate used for sweetening.
38. A "B Vitamin" that prevents pellegra and is found in meats.
39. Prevents goiter.
40. Another species of 7 across.

Down

1. What water does at 212^0 F.
2. Food group usually sweet but low in calories, high in vitamins.
3. Needed for growth and repair of tissues.
4. Equal to two cups (abbrev.)
6. To change food habits now.
7. Spring fruit rich in vitamin C. (Pl)
8. Vegetable rich in vitamin C. (Pl)
11. Beverage with no calories.
12. Supplies our milk.
14. Popular cereal grain.
15. A food most nearly like milk in protein content.
16. Calcium helps make these strong.
18. Strength we all desire.
21. Measure of 2000 pounds.
22. Science of nourishing the body.
24. Type vegetables used in salad and high in vitamin A and C.
25. These substances used to build bones, teeth, blood and tissues.
27. Root vegetable high in vitamin A. (Pl)
28. Kept healthy by proper care and massaging; plenty of vitamin C; in partnership with the teeth.
30. Necessary for life but has no food value.
31. Pound (abbrev.)
33. Will supply energy.
35. Calories are a measure of this.
37. Starchy food made from corn.
39. Used to build hemoglobin.

KEY TO NUTRITION CROSSWORD

(For Leader's Use)

Across

4. Phosphorus
5. Riboflavin
6. Salt
7. Sweet Potatoes
9. Cane
10. Tart
13. Tomorrow
17. Thiamine
18. Vegetables
19. Seed
20. Beet
23. Soil
26. Rice
28. Growth
29. Now
32. Carbohydrates
33. Fibers
34. Fit
36. Sugar
38. Niacin
39. Iodine
40. Yams

Down

1. Boil
2. Fruit
3. Protein
4. Pt.
6. Start
7. Strawberries
8. Tomatoes
11. Coffee
12. Cow
14. Oats
15. Egg
16. Teeth
18. Vigor
21. Ton
22. Nutrition
24. Leafy
25. Minerals
27. Carrots
28. Gums
30. Water
31. Lb.
33. Food
35. Energy
37. Grits
39. Iron

FIND THE FOOD GROUP

Milk
Group
1

Meat
Group
2

Fruit &
Vegetable
Group
3

Bread & Cereal
Group 4

Directions:

Each one of these foods is in one of the four food groups. Write the number 1, 2, 3, or 4 in the blank to represent the food group.

_____Roast
_____Roll
_____Peas
_____Ice Cream
_____Potato
_____Turkey
_____Green Beans
_____Rice
_____Bread
_____Orange

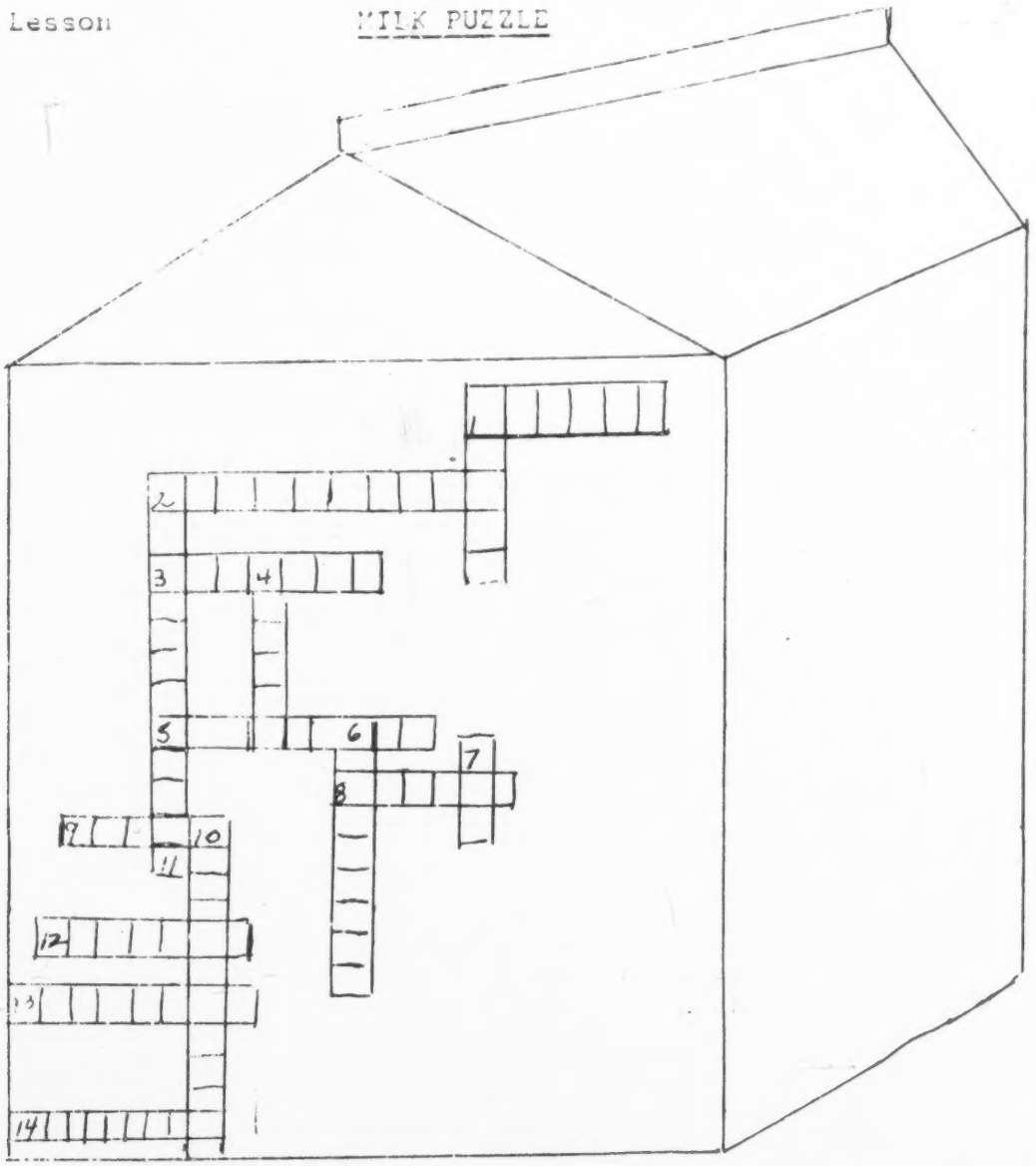
_____Lettuce
_____Fish
_____Liver
_____Cheese
_____Oatmeal
_____Egg
_____Lemon
_____Corn Flakes
_____Tomato
_____Milk

_____Carrot
_____Ham
_____Apple
_____Banana
_____Choc. Milk
_____Peach
_____Meat Loaf
_____Grapes
_____Frankfurter

KEY TO FIND THE FOOD GROUP

2 Roast	3 Lettuce	3 Carrot
4 Roll	2 Fish	2 Ham
3 Peas	2 Liver	3 Apple
1 Ice Cream	1 Cheese	3 Banana
3 Potato	4 Oatmeal	1 Chocolate milk
2 Turkey	2 Egg	3 Peach
3 Green Beans	1 Lemon	2 Meat Loaf
4 Rice	4 Corn Flakes	3 Grapes
4 Bread	3 Tomato	2 Frankfurter
3 Orange	1 Milk	

MILK PUZZLE



Across

1. Dairy product made from cream.
2. If milk stands in the sunlight, this vitamin is destroyed.
3. Milk is the best source of this mineral.
5. Frozen source of calcium.
8. A milk drink using eggs.
9. A pretty smile needs good _____.
11. A combining form meaning dawn.
12. A type of cheese with a curd.
13. Found in milk fat.
14. Usually means vitamins and minerals have been added.

Down

1. Calcium is important in building strong _____.
2. To mix milk solids with water.
4. Is teamed up with macaroni in recipes.
6. Who needs milk?
7. Animal that provides milk.
10. Mechanical process that breaks up the fat in small particles.

KEY TO MILK PUZZLE

Across

1. Butter
2. Riboflavin
3. Calcium
5. Ice Cream
8. Egg Nog
9. Teeth
11. EO
12. Cottage
13. Vitamin A
14. Fortified

Down

1. Bones
2. Reconstitute
4. Cheese
6. Everybody
7. Cow
10. Homogenized

FOOD SCRAMBLE

lepap eip -- apple pie

cabon -- bacon

stirg -- grits

rehambugr -- hamburger

ilchi -- chili

teinrop -- protein

sgge -- eggs

elminras -- minerals

tafs -- fats

shaycraobrdte -- carbohydrates

pitnru renegs -- turnip greens

sinatvim -- vitamins

PAPER AND PENCIL GAMES

1. Snacks that Score

Write down all the snacks you have eaten during the past 24 hours. Score the snacks according to the Basic Food Groups.

Sample

Snack	Meat	Milk	Fruit/veg	bread/cereal	other
Creamsicle		*			
Oatmeal cookie				*	
Cheese Sandwich	*	*		*	
Candy bar				*	

Fewest in others is best.

2. Nutrition Related Activities

Provide old magazines, paper, scissors and glue for youth to make pictures of their favorite breakfast from cutouts. Hang them around the room.

3. Food Puzzle

Paste a picture from a magazine or draw a picture of a favorite food on a piece of cardboard. Cut the puzzle pieces and scramble up. Exchange puzzles among children.

OUTDOOR GAMES

Contests

1. Tug 'O War

Equipment: Rope
Players: 5-10 on each team

Team grasp rope and stand on opposite sides of the goal line. On signal, each team attempts to pull the opposite team over the goal.

2. Sack Relay Race

Equipment: One sack for each relay team
Players: Relay teams of 5-8

At signal, first player puts on sack, runs to goal and returns, takes off sack and gives it to second player. The first team to finish is the winner.

3. Balloon Stomp

Equipment: Balloon and string for each person
Players: Partner Game

Each person blows up balloon and ties it to ankle of partner. Partners then attempt to break balloons of others at the same time preventing their own from being destroyed. The last partners with intact balloons are the winners.

4. 3-legged Race

Equipment: String for each couple to be tied together
Players: Couple race.

Tie inside leg of boy and girl together at the ankle. Partners run to goal and return. The first couple to get across the finish line wins.

5. Chinese Get-Up

Two players sit back-to-back with arms folded. Each tries to get up by pushing against the other. Try the same contest with arms locked.

6. Rooster Fight

Hands on ankles. Players jostle one another with the shoulders. The point is to make the opponent lose his balance or loosen his hold on his ankles.

Relays

1. Pass and Squat - Teams form parrellel columns 10 feet apart, each team behind the starting line. The captain of each team advances 5 feet in front of his line and faces it. Each captain has a large ball. On signal, the captain of each team throws the ball to the first person in his line. He catches it, throws it back to the captain and squats. The captain then throws to the second player who returns it and squats, and so on until the entire team is squatting. First team to finish wins. Any player dropping ball must recover it and return to his position before passing it.

2. Kangaroo - Jumping Relay - The runner places a cardboard between his ankles, and holding it by means of his legs only, jumps to the turning line and back. The turning line should be about 35 feet distant. If the card is dropped, it must be replaced before further progress is made.

Projects "FOOD IS FUN"FOLDER

Supplies Needed:

Cardboard 18" or a manila folder

Bright colored wallpaper, cloth or plastic

Small pictures to use for decoration

Notebook rings or shoelace

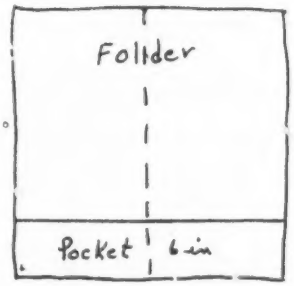
Step I:

If you use

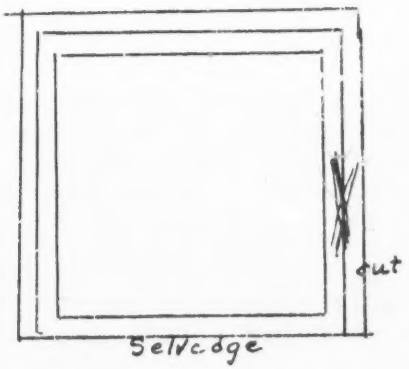
POSTERBOARD--Measure and cut 18X18 inches. Fold in middle and turn up for 6" pocket.

CARDBOARD--Cut 2 pieces about 9X12 inches. Add 6 inches of heavy paper or a cloth pocket.

MANILA FOLDER--Cut off extending tab. Add 6 inches of heavy paper or cloth.



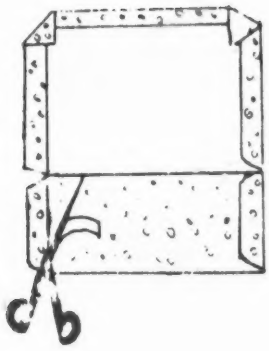
Step II:



Place cover material right side down on table.* Open folder. Place bottom on the selvage if possible. Allow 1/2 inch on all four sides. Draw around folder with pencil. Remove folder and draw another line 1/2 inch larger than the folder. Cut on this outside line. Place folder back on material within its original line. Glue corners slightly to hold in place. Glue bottom 1/2 inch and fold over. This is the most important edge to get straight. Fold up again to make pocket; fold top corners down and glue.
Let dry -- folded

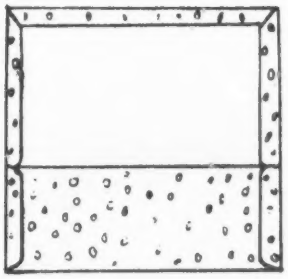
*Cloth material should be squared by stretching on bias before using.

Step III:



Mark where top of pocket comes on outside edges and where cut-away portion of pocket will be made. Unfold pocket and cut rounded notches and make cut-away on sides of pocket. Re-fold pocket. Secure at center fold with glue or staples. Glue and fold sides. Check top corners to make sure they are glued properly. Fold and let dry.

Step IV:



Glue and fold down top edge. Select pictures for inside or outside cover. Write name of club, name of member, and address. Fold and dry.

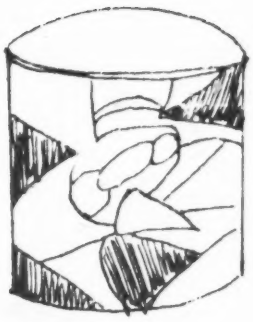
Mark and make holes for handout sheets if rings or ties are to be used.

Place directions and handout sheets in folder.

"COOKIE CAN"

Supplies:

2 or 3-pound coffee can of No. 1 can with lid



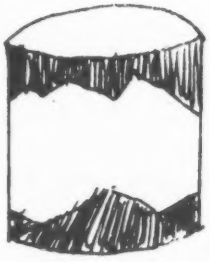
10-15 colored pictures from magazines (flowers, candy, cookies)

Step I: Prepare cans

Wash, dry, remove label. Cut out or press flat with liers any sharp edges around top of can. Check plastic lid for fit.

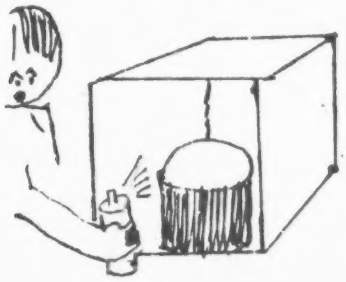
Step II: De'Coupage

Select larger pictures with good background colors. Cut in odd shapes and glue along the rims. Do not cover any part of rim at top. Spread glue evenly on all parts of pictures so that all edges are fastened to the rim.



Place interesting food or face pictures around the middle of can--overlapping to fill all of the can surface. Make interesting color and shape combinations.

Step III: Finish



In large box, with windows open or in the open air, spray or brush on lacquer or varnish for protective coating. Yellowish color may add to attractiveness of old-fashioned picture.

Do not touch until thoroughly dry. Wipe inside of can with a wet cloth before filling with cookies.

Dangerous to breath!